THE EFFECT OF USING GALLERY WALK STRATEGY TOWARD STUDENTS' WRITING ABILITY OF NARRATIVE PARAGRAPH

(A quasi-experimental design in SMK Negeri 2 Rejang Lebong)

THESIS

This Thesis is submitted to fulfil the requirment

For "Sarjana" degree in English Education

by :

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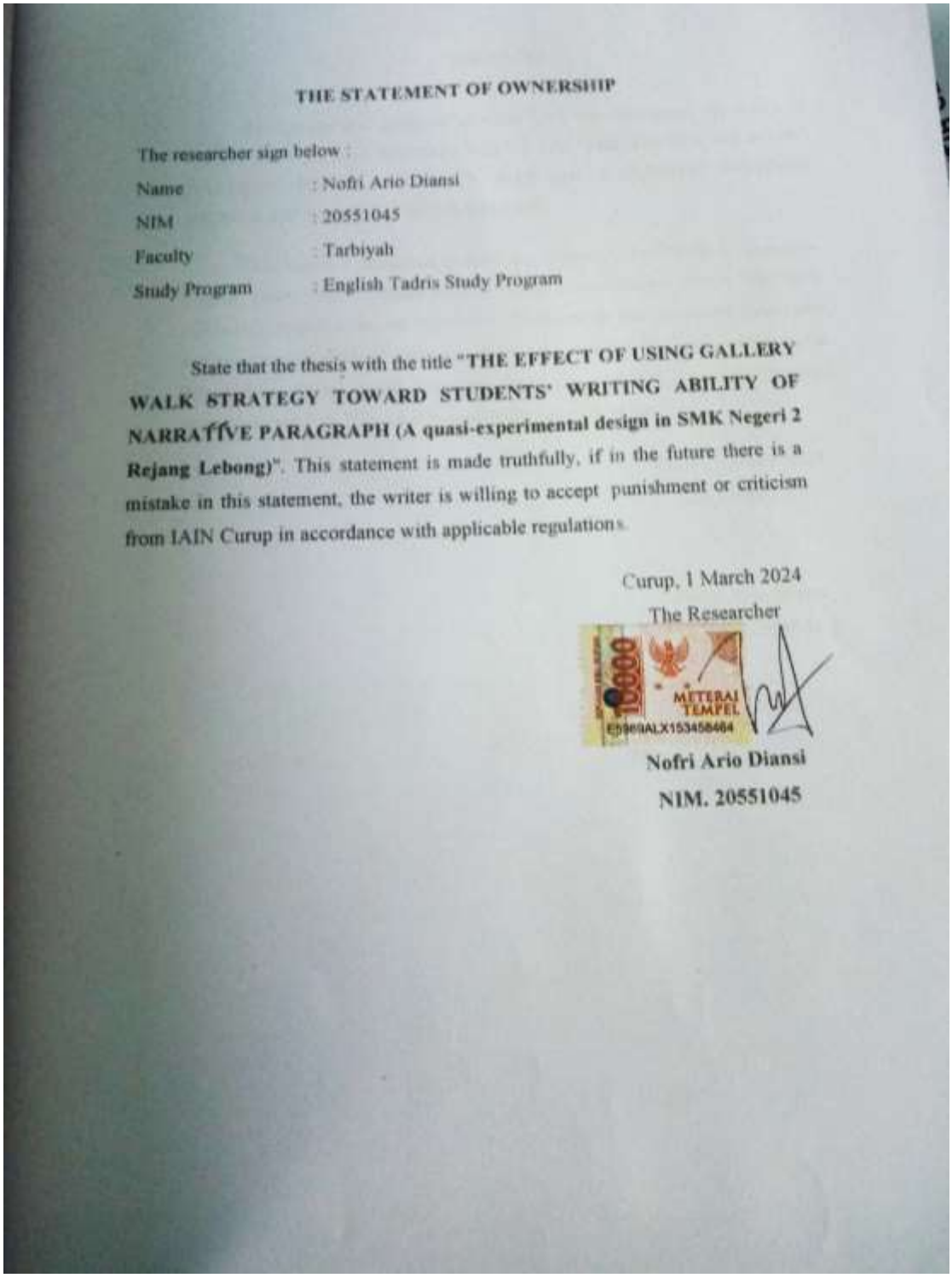

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PREFACE

First, praise and gratitude to Allah SWT who has given his mercy to researchers to complete this thesis with the title "**THE EFFECT OF USING GALLERY WALK STRATEGY TOWARD STUDENTS' WRITING ABILITY OF NARRATIVE PARAGRAPH**".

This Thesis is submitted to fulfil the requirment For “Sarjana” degree in English Tadris Study Program in IAIN Curup. The researcher realizes this thesis still needs improvement in the future. Furthermore the researcher hopes and appreciates some criticms that inteneded for this reseach. For being perfect in the future. Also, the researcher hopes this thesis can be useful, especially for other researchers who are interested in conducting research in the field.

Curup, 1 March 2024

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Bismillahirahmannirahim

Assalamu'alaikum wr.wb

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The researcher finished this thesis entitled "**THE EFFECT OF USING GALLERY WALK STRATEGY TOWARD STUDENTS' WRITING ABILITY OF NARRATIVE PARAGRAPH**". This Thesis is submitted to fulfil the requirment For "Sarjana" degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher get support, guidance, assistence, contribution ad motivation from the other. Because of those, the researcher would like to present deepest appreciation to :

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Wassalamu'alaikum Wr.wb

Curup, 1 March 2024

The Researcher

Nofri Ario Diansi

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MOTTO

“ 小不忍則亂大謀 ” - 司馬懿

“A small leak will drown a big ship” - Sima Yi

“if we are not capable of resolving something stressful even if it is a small thing, then in the future we will not have the capability to resolve big things.”

DEDICATION

I proudly dedicate this thesis to my beloved parents, that I am proud of the English Tadris Study Program, as well as my friends and fellow classmates of 2020. Thank you for your support and prayers for me so that I can finally complete this thesis. I love you all ♥♥♥

ABSTRACT

Nofri Ario Diansi, 2022 : The Effect Of Using Gallery Walk Strategy Toward Students Writing Ability Of Narrative Paragraph.

Advisor : **Dr. Eka Apriani, M.Pd**

Co-Advisor : **Jumatul Hidayah, M.Pd**

This research is a quasi-experimental research that aims to test the effectiveness of the use of Gallery Walk Strategy on students' writing ability in narrative paragraphs. The population and samples involved in this research were students of grade 1 (Phase E) of SMK Negeri 2 Rejang Lebong. Data were collected using pre-test and post-test, and the researcher used descriptive statistical analysis to process the data. The results showed that the mean score of pre-test and post-test in the control class were 57.83 and 59.91, while in the experimental class were 59.13 (pre-test) and 75.70 (post-test). From the hypothesis test results, the data distribution in the control class with significance (2-tailed) in the control class was higher than 0.05 (0.560 > 0.05) or t-statistic < t tabel (0.592 < 1.717) showed that the conventional approach using the lecture method did not have an effect on students' writing ability in narrative paragraphs. However, the results of hypothesis testing on the experimental class with significance (2 tailed) < 0.05 (0.000 < 0.05) or t-statistic > t tabel (4.634 > 1.717) based on the determination of the hypothesis test results if H_0 is rejected and H_a is accepted The data shows that the use of Gallery Walk Strategy has a significant effect on students' writing ability in narrative paragraphs. Thus, it can be concluded that the use of Gallery Walk Strategy can improve students' writing ability in narrative paragraphs compared to the conventional approach using lecture method. This research provides an important contribution in the development of more effective and innovative learning strategies to improve students' writing ability.

Keywords **: Gallery Walk Strategy**, **Writing Skill**, **Narrative Paragraph**

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CHAPTER I

INTRODUCTION

1.1 Background of the research

Language learning is a holistic process that involves four main skill aspects: speaking, listening, reading, and writing.[1] These skills can be classified into two main categories: receptive skills and productive skills. Receptive skills, such as reading and listening, require students to comprehend and respond effectively to information acquired through text or audio. In contrast, productive skills involve students' abilities in speaking and writing. They are expected to express and convey messages clearly through their words.[2] By understanding and developing these two categories of skills, students can acquire comprehensive language proficiency that can be applied in various communicative contexts. Therefore, proficiency in writing is crucial to students' progress in learning English, especially in senior high school level. Writing is not only a productive skill but also the primary tool that enables foreign language learners to express their ideas and feelings clearly and precisely. To achieve clarity and precision in writing, students should aim to compose concise pieces of writing, avoid complex terminology, and steer clear of overly broad descriptions. Using objective and neutral language is essential for effective communication. It is important to avoid language that may cause bias or elicit emotional responses. Consistency in maintaining a common sentence structure also plays a crucial

[1] H.Douglas Brown, "Teaching by Principles Second Edition," *Teaching by Principles An Interactive Approach to Language Pedagogy* (London: Pearson Longman, 2000).
[2] Kalayo Hasibuan, "Teaching Writing as Productive Skills," *Journal of English and Arabic Language Teaching* 4, no. 2 (2013): 1–22.

role in building comprehensible writing. Additionally, aspects of grammar must be carefully considered, and applicable formatting guidelines should be followed. Writing is not just a form of communication; it is also a tool to hone critical thinking.

Basically, teaching writing skills to students requires them to communicate their knowledge and thoughts into text form, so students should be encouraged to be more interested and eager to practice writing. The aim is to trigger them to explore and organise their ideas into a good and structured text. [3] At the Senior High School (SMA) and Vocational High School (SMK) level, teaching writing skills is very important for a number of reasons. Firstly, writing is a productive skill that allows students to express their ideas, thoughts and feelings in a structured and clear writing form. Secondly, through the writing process, students are taught to think critically and analytically, which helps them in understanding and conveying information logically. Thirdly, writing also involves creativity, which allows students to explore different ways of conveying their message. With proper guidance, students can develop effective writing skills, which are not only beneficial in an academic setting but also very useful in the world of work, especially in fields that require good written communication. [4] In addition, good writing skills can boost students' confidence in communicating, both in writing and orally.

[3] Sinuraya Elovani Mulinta Br, "Teaching Writing For Students Of SMK Wirahusada Medan," *Journal Of English Language Teaching And Learning Of FBS UNIMED* 1, no. 4 (2021): 1–25.
[4] Oktri Permata Lani et al., "Improving The Writing Skills of Vocational High School in Payakumbuh Teachers Through a Blog-Based Autobiographical Technique Workshop" 15, no. 2 (2024): 316–27.

Process of teaching writing requires mastery in choosing the right words and constructing grammatically correct sentences, which is very different from speaking skills. When speaking, students may use gestures, facial expressions, ask questions, or clarify verbally. When writing, students are expected to communicate solely through their choice of words and structure.[5] It is important to explain abbreviations and technical terms, particularly when they are used for the first time, to prevent confusion and ensure that students have a solid knowledge base. This aims to minimise any potential obstacles to understanding that may arise during the writing learning process, enabling students to express their ideas in a clear and accurate written form.[6] Writing can be a significant challenge, especially when it comes to communication, which is one of the four English language skills. To communicate effectively in writing, it is important to use clear, concise and objective language. [7] This means avoiding biased or emotional language and using formal language appropriate to the situation.

In regards to teachers having to have teaching strategies in teaching writing skills, Gallery walk strategy can be a needed learning strategy which is a teaching strategy designed to build a connection between students and the topic being discussed in the form of a gallery exhibition visualisation where students walk around the classroom to observe, brainstorm, respond to friends, and

[5] Sari Putri et al., "Dealing with English Writing Skills : Through the Eyes of Vocational Students," *Eureka: Journal of Educational Research* 1, no. 1 (2022): 18–28.
[6] Hasibuan, *Loc. Cit.*
[7] Aditama Melati, "The Teacher's Strategy in Teaching Writing to Vocational High School Aditama Melati 1) , Nunung Suryati 2) , and Enny Irawati 3)," *ELT-Lectura: Studies and Perspectives in English Language TeachingStudies and Perspectives in English Language Teaching* 10, no. 1 (2023): 32–41, https://doi.org/https://doi.org/10.31849/elt-lectura.v10i1 .13093.

record the visualised material into a complete summary of the material.[8] This strategy involves presenting the training material in an engaging and interactive way using images placed around the room to trigger student thinking. As mentioned earlier, if the main concept is to create a visual gallery or exhibition in the classroom, which allows students to move from one image to another to explore different aspects of the topic being taught. This process allows students to delve deeper into the material and engage in discussions and brainstorming with their classmates.[9] With this explanation, the use of the Gallery Walk Strategy allows as a trigger for students to pour ideas into writing which this process can help streamline students' ability to write. In addition, this strategy also creates a dynamic and interactive learning environment that provides opportunities for deeper understanding.

In this study, the researcher conducted a pre-observation and found that during the pre-observation conducted through interviews with some teachers in several Vocational High Schools (SMK) in Rejang Lebong Regency, none of the English teachers in Vocational High Schools in Rejang Lebong area had used the Gallery Walk Strategy in teaching writing. The teachers still use other teaching strategy. Also based on the students' writing ability which is relatively low in several Vocational High Schools. Therefore, the researcher wanted to apply this strategy in teaching writing at the Vocational High School level. Based on the results of the pre-observation that had been carried out previously,

[8] Sidney Jourard, "GALLERY WALK: An Alternative Learning Strategy For Students' Writing Achievement," *Getsempena English Education Journal* 5, no. 1 (2019): 239–41, https://doi.org/https://doi.org/10.46244/geej.v6i2.886.
[9] Ujang Amrullah and Rahma Dianti, "Promoting Gallery Walk to Foster the Students' Recount Text Writing Skill," *Language and Education Journal* 6, no. 1 (2021): 48–55, https://doi.org/https://doi.org/10.20956/jna.v16i1.6662.

there were indeed several Vocational High Schools that were considered by the researcher to conduct the research, but the researcher faced such as the schedule of the out-of-school internship program and getting refused permission at several Vocational High Schools in Rejang Lebong and in the end SMK Negeri 2 Rejang Lebong was chosen as the research location. This selection was based on the permission that had been obtained and the similar characteristics and problems faced by the students in SMK Negeri 2 Rejang Lebong, which made it a relevant and significant subject for further research. In-depth interviews with several English teachers at SMK Negeri 2 Rejang Lebong revealed that students' writing skills in this school are still low, especially in grade one. [10] In fact, it was found that many students do not master basic English vocabulary, which ultimately leads to difficulties in forming correct and meaningful sentences. Referring to the problems that have been described previously, the researcher also conducted interviews with some students at the school, the researcher found that the reason they have difficulty in writing is that they often face problems with their writing ability in conveying ideas into writing. This condition makes students need innovative teaching strategies to improve their writing ability.

From the case above, researchers need to examine the effectiveness of the gallery walk strategy on students' writing skills. Therefore, the researcher wants to research a study entitled "**The Effect of the Use of Gallery Walk Strategy on Students' Ability to Write Narrative Paragraphs**". Therefore, this study

[10] ED, interview by researcher, Rejang Lebong, April , 2023

aims to determine the effectiveness of the gallery walk strategy on students' writing skills, especially in writing narrative paragraph.

1.2 Limitation of the research

The requirements of this research are identified by the subject and the purpose of the research. In terms of subject, this study is limited to the first grade students of SMK Negeri 2 Rejang Lebong. In terms of objectives, this study was limited to investigate the effect of Gallery Walk Strategy toward students' writing ability of narrative paragraph. In addition, the Gallery Walk Strategy used in this study is not the focus of this study, but this game is only a teaching strategy that researchers use to improve students' writing ability.

1.3 Research question

Based on the background of the research, several students still have low writing skills. They ignore essential things such as putting reasonable assumptions into their writing. Hence, the researcher is composing several research questions as follows :

1. How is the students’ ability to write the narrative paragraphs before and after the conventional approach implemented in the control class?
2. How is the students’ ability to write the narrative paragraphs before and after the gallery walk strategy implemented in the experiment class?
3. Is there any significant effect of using Gallery Walk Strategy on students' ability to write narrative paragraphs?

1.4 Objective of the Reasearch

Based on the research question, the objectives of this research as follow :

1. To see students' ability to write narrative paragraphs before and after the conventional strategy implemented in control class, the researcher will design a pre-test before the lesson begin and post-test after lesson, which the scores of pre-test and post test in control class can be used as initial evidence.
2. To see students' ability to write narrative paragraphs before and after the the gallery walk strategy implemented, a pre-test before the lesson begin and post-test after lesson, which the score of the post-test can be used as secondary evidence.
3. To see any significant effect of using Gallery Walk Strategy on students' ability to write narrative paragraphs, the researcher needs to evaluate students' final scores to see how the differences effective the conventional strategy and the gallery walk strategy for learning writing skills.

1.5 The operational of key term

A. Writing Skill

Writing in English is a productive skill that students must learn. In the writing process, students can use writing as a means of communication to express their ideas and knowledge.[11] In this research, writing ability refers to the ability of students at SMK Negeri 2 Rejang Lebong to write one genre of text, that is narrative parragraph. Student writing abilities in this research focused on student abilities to fulfill five aspects in writing narrative parragraph. First, content refers to the substance and relevance of the ideas conveyed in the writing. Organization relates to the logical structure and

[11] Graham King, *Good Writing Guide : The Essential Guide to Good Writing*, 1st ed. (New York: Harpercollins Pub Ltd, 2009, 2009).

cohesion of the text. Vocabulary involves the selection and use of words to convey meaning with precision and the desired nuance. Language use includes grammar and fluency of expression. While mechanics include spelling, punctuation, and formatting, which enhance readability as well as a professional impression in a piece of writing.

B. Galley Walk Strategy

Gallery walk strategy is a learning strategy that focuses on group discussion by using visualisation of picture gallery exhibition which in practice, this gallery walk strategy involves students to interact actively in small groups, which encourages them to convey their ideas related to the material at each station.[12] In this study, the use of Gallery Walk Strategy refers to a learning strategy which is designed to trigger students' thinking in improving students' writing skills students in the first grade of Vocational High School 2 Rejang Lebong. Gallery Walk Strategy that used in this research is not the focus of this study but this game only strategy of teaching that researcher used to improve students writing skill

1.6 Significances of the Research

The researcher hopes that research on the use of the gallery walk strategy in learning writing skills, especially in terms of conveying written ideas to wirte narrative paragrapsh, can provide benefits for teachers, students, and further research. This research is expected to provide the following benefits:

1. For students

[12] Amrullah and Dianti, *Op. Cit*. p 49.

The application of the gallery walk strategy will make students interested in the teaching-learning process, but also help them improve their writing skills, especially in pouring ideas into writing and learning how to write a writing with correct grammar.

2. For teachers

   Gallery walk is able to use as a strategy of teaching, especially in build writing skill. It will able to deliver the material easier and also this strategy avoid boredom in classroom.

3. Further researcher

   The result of this research will give basic information in doing further investigation and may become a reference for a similar topic, especially in writing skill issue.

1.7 Hypothesis

Based on the background, students face challenges when writing, such as being overwhelmed by negative thoughts and fears to start the writing process. In addition, students face difficulties in transforming their thoughts into written form, as well as phenomena related to the use of grammar, lexical choices, and overall structure. The Gallery Walk strategy is one of the learning strategies that might trigger students to improve their writing skills. [13] As explained in the background above, Gallery Walk Strategy can be an appropriate learning strategy to be applied in order for students to solve problems in writing. Therefore, in this study, to find out whether examining the Gallery Walk

[13] Jourard, *Loc. Cit*.

Strategy would be effective on students' writing ability, the researcher formulated two hypotheses. These formulations are:

Null hypothesis (**H_0**) : there is not significant the effect of using Gallery Walk Strategy toward the students' writing ability of narrative paragraph.

Alternative hypothesis (**H_a**) : there is significant the effect of using Gallery Walk Strategy toward the students' writing ability of narrative paragraph.

CHAPTER II

LITERATURE REVIEW

2.1 Definition of writing

Writing is one of language skills, which contains a symbol (orthographic) and involves a complex process such as : Content, Organization, Vocalbulary, Language use, and mechanics[14]. Writing is an activity of finding the ideas about the way how to express and create them into a communication and paragraph that is clear to be understood by the students which writing is not only a means of communication where students can share their views and thoughts, it is actually a pre request to master other language[15]. Students need to know how to write letters, and how to put written reports together which writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. So, writing is one of the productive skills that must be mastered by a student where in writing one can express their feelings through writing

Based on the explanation above, the researcher can conclude that writing is one of the most important skills in language skills so that students can express what they think and feel through writing. in this study, the researcher hopes that students should know how to write well by using correct grammar rules, choosing the right vocabulary, and considering the accuracy of writing assessments such as: Content, Organization, Vocalbulary, Language use, and

[14] Sara Cushing Weigle, *Assessing Writing*, *Handbook of Second Language Assessment* (New York: Cambridge University Press, 2016), https://doi.org/10.4324/9781315561301-9.
[15] King, *Op. Cit*. p 142.

mechanics. Some linguists provide some definitions of writing that can help us get a clearer definition. In addition, students should also understand the organization of their ideas and knowledge when writing something..

2.2 Components of writing

Writing has five components that are important to understand, namely: Content, organization, vocabulary, language use, and mechanics. Each of these components has a specific role in shaping the quality and effectiveness of a piece of writing. Content refers to the substance and relevance of the ideas conveyed in the writing, while organization relates to the logical structure and cohesion of the text. Vocabulary involves the selection and use of words to convey meaning with precision and the desired nuance. Language use includes grammar, syntax, and writing style that ensure clarity and fluency of expression. While mechanics include spelling, punctuation, and formatting, which enhance readability as well as a professional impression in a piece of writing. By understanding and mastering these five components, one can produce writing that is clear, engaging, and makes the desired impact on the reader. [16].

First, The content must be presented clearly to the reader so that they can understand the message and obtain the desired information. Concreteness and clarity in the presentation of ideas and arguments are key in ensuring that the message is well received by the reader. In addition, a well-organized structure and appropriate use of language also play an important role in ensuring clarity of content. Thus, the reader can easily follow the writer's train of thought and grasp the information presented without confusion. [17]. In this research,

[16] Eckes, Muller-Karabil, and Zimmermann, *Op. cit*. p 20.
[17] King, *Op. cit.* p 450.

according to the theories, to achieve quality writing content, the researcher should pay special attention to two main aspects, is that context and organization, as well as ensuring the completeness of information. These concepts are often known as unity and completeness, which are important features of a quality piece of writing. Unity refers to the consistency and cohesion between different parts of the writing, so that all elements are connected and support each other logically. Meanwhile, comprehensiveness emphasizes the presence of all the necessary information to fully describe the research topic or problem. By paying attention to these two aspects, researchers can ensure that their writing has a solid structure and informative content, so that it is able to effectively convey messages to readers..

Second, Writing considerations include various strategies and techniques that writers use to design and organize the messages they want to convey in their writing. There are various approaches that writers can use to organize or shape their writing according to their communicative needs and goals. In addition, in determining the appropriate form of writing, writers often refer to several criteria, such as chronology, which provides an organized structure based on the order of time or events[18]. In this research, according to the theories, the researcher argues that a piece of writing should pay attention to the organizational approach, which allows the reader to follow the development of the story or argument systematically from beginning to end. However, in addition to the organizational approach, there are also various other criteria, such as topic-based explanation in the text, comparison and contrast, or logical

[18] Hasibuan, *Op. Cit*. p 8.

order based on relevance. By considering these various aspects, writers can direct students to create a well-structured piece of writing that is easily understood by the reader.

Thirdly, the effectiveness of a piece of writing is greatly influenced by the writer's ability to use language appropriately and in context[19]. This includes a deep understanding of good and correct grammar, as well as the ability to choose the right words and organize sentences well. The use of good and correct language not only improves the clarity and readability of the writing, but also strengthens the reader's impression of professionalism and trust in the writer[20]. In this study, based on the theory, the writer must also pay attention to the use of language in accordance with the communicative purpose and the audience, so that the message to be conveyed can be well received by the reader. Thus, understanding and applying good and correct language use is key in creating effective and impactful writing.

Vocabulary is a crucial element in the writing process, which requires special attention from students[21]. The selection of appropriate and accurate vocabulary by students is very important, given its importance in understanding and mastering a language. There is no doubt that learning a language always begins with understanding the words that are an integral part of the language. In this case. Students must understand the meaning of each word used in the writing process. Vocabulary that is not appropriate or does not fit the context

[19] Novie Ameliani, Atiqoch. *Students' Difficulties in Grammar of Seventh Grade Junior High School 1 Magelang*. 2019. Magelang : Tidar University. p. 1-17.
[20] King, *Op. Cit*. p 466.
[21] Astri Julianti Simatupang, "The Writing Skill Benefits of Increased Student's Reading Comprehention : A Case Study at Universitas Kristen Indonesia," *Journal of English Teaching* 3, no. 3 (2017): 177–87, https://ais.uki.ac.id/.

can interfere with the understanding of the text written[22]. In this research, the researcher argues that it is important to pay special attention to student writing in the selection of appropriate and accurate vocabulary, because inappropriate or inappropriate words can interfere with the meaning of the written text. Students must understand the meaning of each word in the language, so that they can use the language well in the writing process.

Mechanics in writing play a crucial role that should not be overlooked[23]. This is not only limited to the proper use of capitalization, punctuation, and spelling, but also includes sentence structure, use of paragraphs, and consistency of writing style[24]. These components form a solid foundation in effectively conveying the message to the reader. By using appropriate mechanics, writers can create a work that is easy for readers to understand and follow, enabling them to better respond to the ideas conveyed. In this research, the researcher must include mechanics as one of the requirements of good and correct writing in order to form an impression of professionalism and credibility in a piece of writing. Therefore, awareness of the importance of mechanics in writing will help improve the quality of writing and expand the reach of its influence. From the explanation above, it can be concluded that writing activities involve several components, such as content, organization, language use, vocabulary, and mechanics. All these components are important because they support each other in compiling a good writing. Writing also strengthens students' knowledge in honing their communication skills. In this study,

[22] Annabelle Hernández Herrero, "Journals: A Tool to Improve Students' Writing Skills," *Actualidades Investigativas En Educación* 7, no. 1 (2011), https://doi.org/10.15517/aie.v7i1.9241.
[23] King, *Op. Cit*. p. 340.
[24] Eckes, Muller-Karabil, and Zimmermann, *Op. cit*. p 125.

researchers should pay attention to the writing components that have been explained previously which are important points in assessing whether the writing is good or not.

2.3 The process of writing

Writing is a composition of action and product. The action refers to the act of gathering assumption and working with them until they are provided in a manner that is polished and comprehensible to readers[25]. Furthermore, writing is the several actions which have to be done by writer if they want to write. Also the writing process involves nine steps, which are following[26] :

1. Gathering Information.
2. Discovery the ideas in the information.
3. Choosing and narrowing a topic write about.
4. Establishment the main idea about the topic.
5. Selecting and arranging the supporting ideas from the gathered information.
6. Writing the concept.
7. Revising the concept.
8. Writng final concept.
9. Proof reading the pepper.

All the steps will be conduct a writer to create a good writing. The students should be careful in doing inventions and presenttations above. The students should collcet the further information about the assumption itself until they xan

[25] Caroline Linse. *Practical English Language Teaching: Young Learners*, (New York: Mc- Graw-Hill, 2006. p. 98

[26] Putri, Rori Nesti. *Improving Students' Ability in Writing Recount Text Through Scaffolding Strategy*. 2019. Curup : IAIN Curup

start to write from writing a concept until becomes a complete writing. Writing is composing many aspects, such as expanding the assumptions that relate with content is going to write, selection of the right word, grammatical system should be good, and how to combine word by word together to create a sentence even become paragraph[27]. In addtion, the writing process involves the following steps, there are :

1. Prewiring

   The writer ha to be prepared to indentify the ideas will be written by making free-writing, questioning, making an outline, and diagrams.

2. Writing a first concept

   When writing the first concept, writing after settling on an issue and thesis in order to make a thesis statement obviously and provide the content with plenty of characteristic details.

3. Revising

   Revising is the third process of writing in which means revising the writer fix it, modiefies, and delete unnecessary evidence on a paper in order to make better changes. furthermore, focus on the content and style of the writing. It is concluded into three steps that able to help create the revising process easier. Firstly, revising the content by verifying of each content, and using promoting details. Secondly, revising the sentences by looking at the handwriting manner, such as parallelism, injustified characteristic words and avoiding slang word to make words effectively.

[27] Alyah Nur Afifah, "The Effect of Gallery Walk Technique on Students ' Writing Ability of Decriptive Text," *Indonesian Journal Of English Education* 10, no. 11150140000102 (2019): 302–22.

The last is editing which means that add the writer's assumption and change the margin or the style which need to be revised.

4. Editing and Proofreading

   Editing involves closely reading over the paper, finding errors in grammar system, punctuation, and spelling. After proofreading for tyopographical and formatting errors, the essay is already to be read.

From the explanation above, it can be conclude writing process is how to provide students' writing ability through the steps, they must pay attention to each point of writing. In addition, writing also consist how to student can create their own ideas and express it. Hence, process of writing is important to produce a better writing and it can provide positive attitudes toward writing.

2.4 Teaching writing

Teaching is showing or helping someone to learn and how someone to do something[28]. Teaching is how to transfers of knowledge and skill to the students which means the teaching is a job from teacher for learning their students and create the students comprehend about the subject that the teacher learnt by them. Teaching writing can be concern on two approaches, as follows : product oriented and process oriented. Produce oriented approaches to the various activities in te classroom in which the students is engaged in imitating, copying, and transforming models of correct language/ process oriented focus on quality.

Teaching writng is the teacher can be a facilitator to correct the error of the students' writing which means theacher have change to guide the students in

[28] Winarti, Wiwin. *Teachers' Techinques in Developing Students' Writing Skill*. 2009. Curup : STAIN Curup. P. 12

writing process to get good the writing[29]. Teaching writing becomes important because writing is as reinforcement, writing is useful for language expansion, writing cam give effect on students learning syles, and writing is a ability.

1. Reinforcement

   Students can gain languages orally, but most of them can gain languages well if they consider the languages written down.

2. Language Expansion

   The writing process can help the students to learn. Constructing proper written texts can help them in writing process.

3. Learning style

   Wriitng consist for students who establish language slowly.

4. Writing is as ability

5. The most crucial reason for teaching writing is that it is a basic language skill and they need to know some characteristic convertions in writing such as punctuation, paragraph expansion, and so on.

From the explaination above, it can be concluded if the two approaches in teaching writing, they are produce oriented and process oriented. First, produce-oriented need various activities in the classroom that the students are engaged in imitation, copying, and transformation models of correct language. Second, process-oriented focus on quality of the students. In addition, it is very required for the students to have a good writing because it will give many advantages or them especially in learning english foreign language. Hence, the

[29] Harmer, Jeremy. *How to teach English 2nd Edition*. London : Pearson Longman. 2007. p. 79.

teachers should support students to have to good wriitng ability by facilitate them in process of writing.

2.5 Definition of Gallery Walk Strategy

Gallery walk strategy is a teaching strategy that involves all the students to follow the activity actively and walk around the class in discussing the important subject[30]. Gallery walk is defined as the instructional activity which the students go around the class and actively contribute the activity by examining, questioning, exchanging ideas, responding to the peers, and formulating their own thoughts[31]. In addition, gallery walks creating the new atmosphere in the classroom. It means that gallery walk strategy presents different condition where the students have team work to discuss problems or questions that are posted on the wall.

At the Senior High School level, the Gallery walk Strategy allows students to build a connection between students and the topic being discussed in the form of a gallery exhibition visualization where students will walk around the classroom to observe, brainstorm, respond to friends, and record the visualized material into a complete summary of the material.[32] For instruction. The Gallery Walk Strategy provides an opportunity to measure the depth of students' understanding of related concepts and to address misconceptions.[33] It can be concluded that the gallery walk strategy is a good and meaningful way to

[30] Sak Yeourng, "The Effectiveness of the Gallery Walk Technique in EFL Speaking Classes," *Cambodian Education Forum* 7, no. 7 (2021): 73–83.
[31] Zamree Che-aron, "Project-Based Learning with Gallery Walk : The Association with the Learning Motivation and Achievement," *I.J. Modern Education and Computer Science* 15, no. 5 (2023): 1–13, https://doi.org/10.5815/ijmecs.2023.05.01.
[32] Ridwan, Op. Cit. p 20.
[33] Amrullah and Dianti, Op. *Cit*. p 49.

promote creativity and teamwork in group activities, as well as being active learning where students move around the classroom to see the work of other friends and provide feedback to them to increase student activeness in the classroom. With this explanation, the use of Gallery Walk Strategy at Senior High school level allows as a trigger for students to express their ideas and as a medium of interlude between students in small groups which this process can help streamline students in developing ideas. In addition, this strategy also creates a dynamic and interactive learning environment that provides opportunities for deeper understanding..

2.6 Procedures of Gallery Walk Strategy

There are several ways that Gallery Walk can be implemented in the lessons, that teachers and language instructors can carry out Gallery Walk activity for students to share collaborative group work in the classroom by instructing the students to exhibit their result that they had produced during the group work around the class, as a culminating activity. Gallery Walk can also be organized in literature classes whereby students can exhibit their acknowledge to a literary text as a post-reading action[34].

Throughout the Gallery Walk begin, students investigate the texts or images that are placed around the room. Teachers often use this strategy as a way to have students share their work with peers, examine multiple historical papers, or acknowledge to a collection of quotations. Because this strategy needs students to physically move around the room, it can be especially engaging to

[34] Amiza Hazni Binti Mohd. Radzi, Anita Binti Othman, and Amizura Hanadi Binti Mohd. Radzi, "Gallery Walk Activities in ESL Classrooms," *Journal of Creative Practices in Language Learning and Teaching (CPLT)* 8, no. 1 (2020): 64–80.

kinesthetic learners. In addition, students also arrange the answers to several questions posted at stations on classroom walls when practicing gallery walk strategy. The common procedures in conducting Gallery Walk strategy are :

1. Creating and selecting a story

   Create and select a story (e.g. personal narrative, picture, novel, and/or historical story) that you will use for the Gallery Walk Strategy. You can also ask students to choose the paragraphs they would like to use in the Gallery Walk Strategy.

2. Creating groups

   Form groups by assigning tasks to each student and emphasizing team building, instructing students how to use the Gallery Walk Strategy and dividing them into three to four groups according to their choice of story.

3. Allocating stations

   Direct teams to different stations. To avoid messy writing schemes, teams should be directed to write bades to the picture provided at each station, encouraging them to write clearly and concisely at the top of the sheet by reminding them of the material learnt earlier..

4. Rotation

   Once they have completed their task, groups become active to move from their station, rotating clockwise to the next station. Here, each group will write a story from the given picture in each of the different stations. The teacher acts as a facilitator, monitoring around the classroom and clarifying questions..

5. collecting writing results

After visiting each station, students return to their home station and take 5-10 minutes to collect their writing.

Meanwhile, As Bowman stated in Dinanti, the general instructions for teaching using Gallery Walk as follows[35]:

1. Assign one or more pictures to each group. space the groups so that students can walk from one group to another.
2. Mark each of the student worksheets provided earlier with a story that will be related to the topic. each group walks around the room while writing their story from the pictures in each group.
3. Decide on a direction to move or they can move randomly. They can work on it individually or in teamwork.
4. After students have written all their stories on their worksheets, students then spend a short time in small groups discussing their stories.
5. Finally, they collect the writing.

It can be concluded, Gallery walk involves students to be actively involved in collecting, organising, and sharing information in developing the fun that will be created together. They work together in small groups to share assumptions and acknowledge meaningful texts, documents, questions, images, or problem-solving situations. This strategy is very useful for getting students to move physically around the room, and is especially appealing to students who have kinesthetic learning styles. In this study, in terms of the procedure for applying

[35] Dinanti, Ratna Ningra. *The Effectiveness of Applying Gallery Walk as an Alternative Teaching Strategy to Improve Students' Writing Ability*. 2018. Makassar : Muhammadiyah Makassar university. p. 15.

the Gallery alk Strategy, the procedure method according to the researcher will be applied to this study, and is expected to improve students' writing ability.

2.7 The benefits of Gallery Walk Strategy

There are some advantages of using Gallery Walk in teaching. The advantages are as follows:

1. The Gallery Walk strategy helps students to practice discussing, organising and writing about the lesson content rather than just hearing the ideas presented by the teacher.
2. Helping the teacher to make students active by giving thoughts to understand a picture and write it in a story.
3. Concern with the coorperative, social characteristic of learning because students work in teams to fusion information written from a kinds of perspectives.
4. Promotes the selection and variety of approaches to problems, as students are exposed to a wide variety of perspectives of stories written from pictures at different stations".

From the explanation above, it can be concluded that the gallery walk helps students to practice their writing skills based on the results of the discussion, organising, and exercising their assumptions. Therefore, in this study, the researcher will give several pictures to each group to be solved into a paragraph narrative essay that allows them to express their ideas together into a story.

2.8 Definition of narrative paragraph

Narration is a portrayal of the action of an event, especially in a novella or stories, of an action or a story[36]. For more details, the main purpose of narrative paragraph is to entertain, arouse emotions, and bring the reader or listener into the storyline presented. Hence, it can be found in a novels, short stories, legend texts, folktales , fantasy story, and even personal experience stories.

Narrative also tells the story of something that happened where through narrative, we make a clear statement by telling in detail something that has happened to us[37]. Hence, Narratives deal with troubled moments that lead to crises or turning points that eventually find resolution and also allow us to infuse experiences, live adventures, and get to know things that are unique and deeply understood.

The important indicators of narrative paragraphs are character, theme, plot, events, setting, and conclusion[38]. Firstly, character. In every narrative paragraph, characters must play a role in it. A story has two characters. They are the main character and the supporting character. Character is the most important element in a narrative paragraph. It describes the character's physical characteristics, such as age, weight, and height, as well as personality traits, such as strengths and weaknesses. Character is the most important part of the story, which will be more focused on it. It plays a role in the story. Secondly, the time and place setting is what the author writes to describe to the reader where and when the story takes place. The setting addresses the story's location

[36] A. S. Hornby. "*Oxford Advanced Learner's Dictionary of Current English*". London: University Press. 1995, p. 502.
[37] John, Langan. "*Collage Writing Skills With Readings*". New York: MC Graw-Mill Book Company. 1986. p. 111.
[38] Anisa. Amri, Samsul. Ardan, Edi. *An Analysis of Students Writing Skills of Narrative Text Through Picutere Word Inductive Models*. 2023. Tembilahan Riau : J-Shelves Indragiri. P. 95.

(where) and period (when), whether the story is realistic, historical fiction, or fantasy. Thirdly, Plot. This encompasses a series of events or series of events written by the author to grab the reader's attention and build tension as the story progresses. The plot contains the initial event that drives the main character from a series of events to solving a problem. A good writer will make the reader immersed in the plot of the story. Finally, the conclusion.

In addition, narrative texts have a structure, form, or pattern. There is orientation, complication or increasing action, climax, resolution and reorientation[39].

1. Orientation: An introduction where the background, characters, and places are introduced.
2. Complication or increasing action : The part of the story that brings out the main problem or conflict faced by the characters.
3. Resolution: The concluding section where the conflict is resolved and the story comes to a close.

Re-orientation: The ending where a lesson or message is conveyed and the story ends

From the above definition, it can be concluded that narrative paragraphs are paragraphs that tell about something interesting that aims to entertain, please or readers. therefore, Narrative paragraphs can be designed when someone wants to tell others about something interesting that has happened before. In this research, the researcher wants students to create a short story paragraph

[39] Fadiah, Ayu. *Implementing Animated short Movie in Teaching Writing Skill Of Narrative Text*. 2023. Banyuwangi : IAIN Darrusallam.

narrative that is imagined by students themselves by including the purpose of the narrative itself.

2.9 Writing assement of narrative paragraph

Hill & Betz in Wardana, et.al explain that the writing assessment of narrative paragraphs involves evaluating students' writing ability to tell a story imaginatively and effectively in specific paragraphs.[40] In this process, writing assessment of narrative paragraphs usually focus on a few key aspects, including: [41]

1. Content

   Content assessment in writing assessment of narrative paragrah involves topic development and story coherence. Topic development involves the student's ability to express imaginative ideas and introduce a clear topic and provide relevant details. This includes how the student is able to grab the reader's attention from the beginning with a sufficiently imaginative story topic.

2. Organization:

   Organization assessment in the writing assessment of narrative paragraphs involves the structure of the narrative paragraphs where students are required to organize the paragraphs into a coherent and logical sequence, often following a chronological order. This includes the use of a clear topic sentence, support with details, and a good conclusion to tie the paragraphs together.

[40] Anggi Kristiana Wardana, M Zaini Miftah, and Akhmad Ali Mirza, "Assessing Students ' Writing Ability In a Narrative Paragraph," *Professional Journal of English Education* 5, no. 4 (2022): 766–71, https://journal.ikipsiliwangi.ac.id/index.php/project/article/viewFile/10623/pdf.
[41] Eckes, Muller-Karabil, and Zimmermann, *Op. Cit*. p 114.

3. Vocabulary

   Vocabulary assessment in writing assessment of narrative paragraph involves students to choose the right words and diction. This assessment looks at whether students use appropriate and varied words to make the story more vivid, imaginative, and interesting to read.

4. Language Use

   Language Use assessment in the writing assessment of narrative paragraphs involves students' mastery of grammar or sentence structure which the purpose of this assessment is for students to be able to convey stories using proper grammar, correct sentence structure, and consistency in good writing style.

5. Mechanics

   Mechanic assessment in the writing assessment of narrative paragraph involves students' mastery of Spelling, Punctuation, and Capitalization. This assessment aims to check whether students write correctly without spelling mistakes, use punctuation marks appropriately to clarify meaning, and follow the rules of correct capitalization.

Weigel also explained that at the senior high school level, the analytical assessment of students' writing ability is carried out to measure a numerical scale that is schemed into a scoring rubric which requires five aspects that have been developed by the Test in English for Education purposes (TEEP) which are divided into several different weights, including: content emphasis (30 points), language use emphasis (25 points), organisation and vocabulary (20

points each), and mechanics with the smallest weight (5 points).[42] Referring to the above explanation, the researcher found similarities between Eckes' previous explanation of the narrative writing assessment process and Weigle's use of Analytical Scoring Rubric Narrative Paragraph in analysing students' writing, which sounded reasonable. Also, in this case, the researcher needed a validator to finalise the rubric.

Analytical Scoring Rubric adeopted from Weigle[43]

Aspect	Score	Criteria	Perfomance Description	Comment
Content (C)	30-27	Exellent To Very Good	Knowledgeable	
	26-22	Good to average	Some knowledge of subject	
	21-17	Fair to poor	Limited knowledge of subject	
	16-13	Very poor	Does not show Knowledge of subject	
Organization (O)	20-18	Exellent To Very Good	Fluent Expression	
	17-14	Good to average	Somewhat Choppy	
	13-10	Fair to poor	Non-fluent-ideas/confesed	
	9-7	Very poor	Does not Communicate	
Vocabulary (V)	20-18	Exellent To Very Good	Sopicsticate range-effective word	
	17-14	Good to average	Adequate range occasional errors	
	13-10	Fair to poor	Limited range.	
	9-7	Very poor	Essential translation	
Language use (LU)	25-22	Exellent To Very Good	Effective complex constructions.	
	21-18	Good to average	Effectively but simple constructions.	

[42] Cushing Weigle. Loc. cit
[43] Cushing Weigle, *Assessing Writing*.

	17-11	Fair to poor	Major problem in simple/complex constructions.	
	10-5	Very poor	Virtually no mastery of sentence construction rules	
Mechanics (M)	5	Exellent To Very Good	Demonstrates mastery of conventions	
	4	Good to average	Occasional errors of spelling, etc.	
	3	Fair to poor	Frequent errors of spelling, puncion, capitalisation, etc.	
	2	Very poor	No mastery of conventions.	

Score	How to Total the Score: C + O + V + LU + M = …….
Reader	
Comments	

2.10 Review of Previous Studies

In this research, the researcher summarizes the relevat previous studies to prove the originality of the research. The first research has been conducted by Aliyah Nur Afifah in 2019 with the title "The Effect of Gallery walk on Students' Writing Ability of Descritive Text" (A quasi-Experimental Study at Junior Level of Mts Negeri 2 Jakarta Selatan in 2018/2019)[44]. She concludes that gallery walk strategy shows the significant effect on students' writing ability of dscriptive text. There is similarity beetween her research with the

[44] Afifah, Alyah Nur. *Op. Cit*. p. 54

writer's research which is the similarity is using gallery walk strategy to improve student writing ability. But there are differences beetwen her research with the writer's reseach, those are : grade of students and the topic that will teach.

The second thesis is "The Use of Gallery Walk Technique In Teaching Speaking Skill at The Nineth Grade Students of SMPN 2 Labuapi, in Academic Year 2021/2022" by Ida Iswariani in 2022[45]. She concludes that gallery walk strategy shows the significant effect on students' speaking ability at the nineth grade. There is similarity beetween her research with the writer's research which is the similarity is using gallery walk strategy to improve student writing ability. But, she using gallery walk for increase speaking ability that is the differences beetwen her research with the writer's reseach which the writer concern in writing ability and also the grade is difference. The third thesis is "The Effect of Pow and Tree Strategy Toward Students' Writing Ability in Argumentatuve Text" by Khamardani Komar in 2019[46]. She concludes that during teaching-learning process of writing recount text this reseach showed students motivation in teaching-learning process and the scaffolding strategy could be increase students writing ability of recount text. There is similarity beetween her research with the writer's research which is the similarity is focusing in writing ability with same theory for framework of designing test. But, she using scaffolding strategy for increase writing ability that is the differences beetwen her research with the writer's reseach which the writer

[45] Iswariani, Ida. *The Use of Gallery Walk Technique In Teaching Speaking Skill*. 2022. Mataram : Muhammadiyah University of Mataram. P. 71

[46] Komar, Ramadhani. *The effect of pow and tree strategy toward students' writing ability in Argumentative Text*. 2019. Curup : IAIN Curup. p. 61

concern the using of Gallery Walk Strategy in the students' ability to write narrative paragraph.

Based on the researches above, it makes the writer interest to compose aresearch by formula "The Effect of using Gallery Walk Strategy on the students' ability to write narrative paragraph" (a quasi-experimental design). This research is similarity with three previous studies. First, the reseracher also using gallery walk for teaching strategy. Second, the researcher also concern in student writing ability. Third, he researcher also using same theory for frame designing test. However, this research is difference from theses. First, the researcher see the differences from grade that they taugh. Second, the researcher see the differences from point of view of topic that they taught. Third, the researcher see the differences from theory that they implementedstudent understanding

CHAPTER III

METHODOLOGY OF THE RESEACH

3.1 Reseach Design

This research was designed with a quantitative approach, specifically with a quasi experiment research method using the Non-Equivalent Control-Group Pre-Test Post-Test Design. Experimental research is a study that tried to find a cause and effect correlation between the independent variable and the dependent variable, where the independent variable is deliberately controlled and manipulated or experiment, which aims to determine a symptom or influence that appears, as a result of certain treatments.[47] Furthermore, this research uses a quasi experiment design which can be described as close to a real experiment. This research aims to directly test the effect of a variable on other variables and test the hypothesis of a cause-and-effect relationship.

For the design, this study used the Non-Equivalent Control-Group Pre-Test Post-Test Design. In this design, research samples were not randomly selected to be included in the experimental and control groups. Basically, the steps in this design were the same as in the pretest-posttest experimental control group design. In this design, there were two groups of subjects where one received treatment and one group as a control group. Both groups receive pre-tests and post-tests. The difference with non-equivalent groups was that the groups were not randomly selected.[48] The design can be seen as follow :

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[47] Donald Ary, *Introduction to Research in Education, 8th Edition* (10 DavisDrive: Wadsworth Publishing Company, 2010).
[48] John W Cresswell, *Research Design : Qualitaitf, Quantitatif, and Mixed Method Aprproach*, 4th ed. (California: SAGE Publications, Inc., 2009).

Table 1

Non-Equivalent Control-Group Pre-Test Post-Test Design

Experiment Class	O_1	X	T_2
Control Class	O_1	-	T_2

Source : John W. Creswell[49]

Where :

O_1 : Pre-test

T_2 : Post-test

X : Treatment for experimet class

- : Non-treatment for control class

Thus, the researcher adapted the above design where the research subjects were grade X students at SMK NEGERI 2 REJANG LEBONG. Then, the treatment was conducted for 8 meetings by considering the following points:

1. The total meetings for one semester are 32 hours per semester, which is reduced by 6 hours which are ineffective hours used for school activities and exams, and the remaining 26 hours are effective hours for research.
2. The researcher arranged the material for the research with a total of 6 meetings, then with 2 meetings for the pretest and post-test after that 8 meetings were obtained for this study. *Appendix*.

3.2 Population and Sample

A. Population

The population in this study were first grade students of SMK NEGERI 2 REJANG LEBONG in the academic years 2023/2024 which consisted of four

[49] *Ibid*., p 28.

classes where population data was taken from the total of first grade students that the school had (**Appendix 1**) From that, this student population can be as in the table below :

Table 2

Population table

No	Class	Total
1.	X DKV	19
2.	X Kuliner	12
3.	X MPLB	23
4.	X TJKT	23
	Total Population	77

The researcher chose to conduct this study on first grade students based on their relatively low writing ability and need to be improved as described by the researcher earlier on the phenomenon found at SMK Negeri 2 Rejang Lebong. Also referring to the teaching module, the material taught is Narrative text material taught to first grade at the senior high school level and this is a consideration for the researcher to set first grade students as the object of research.

B. Sample

Sample is part of the population in the research object. At SMK Negeri 2 Rejang Lebong there are four classes involved in the population. Samples were taken using non-probablity sampling with homogeneous sampling strategy. Non-probability sampling is a non-random sampling technique or not all individuals in the population are given the same opportunity to become part of the sample.[50] Homogeneous sampling strategy is a purposive sampling

[50] Ary, *Loc. Cit.*

technique that is part of non-probably sampling that aims to obtain a homogeneous sample; that is, a sample whose units (e.g., people, cases, etc.) almost same (or very similar) characteristics or traits (e.g., a group of people who are similar in terms of intelligence, background, number of units, etc.).[51] In determining homogeneous sampling, researchers took a particular score of English freewriting of all first grade students of SMK Negeri 2 Rejang Lebong with criteria :

1) The class selected was the class that had the two lowest scores from the six classes that took the reading comprehension test. That is X MPLB as the experimental class and X TJKT as the control class.
2) The researcher takes the sample by identifying the class with the lowest score to be sampled, the researcher can form a control class and an experimental class to ensure the respondents have low writing ability.
3) The aim is to get students who can participate in the learning process by using the Gallery Walk strategy and observe whether there is an improvement in their grades after applying this strategy. This method is effective for collecting relevant and accurate data, because with the predetermined criteria, the researcher can determine the control class and experimental class according to the desired characteristics. The homogeneity data of this study can be seen in the table:

[51] Cresswell, *Loc. cit*

Table 3
Homoginity test

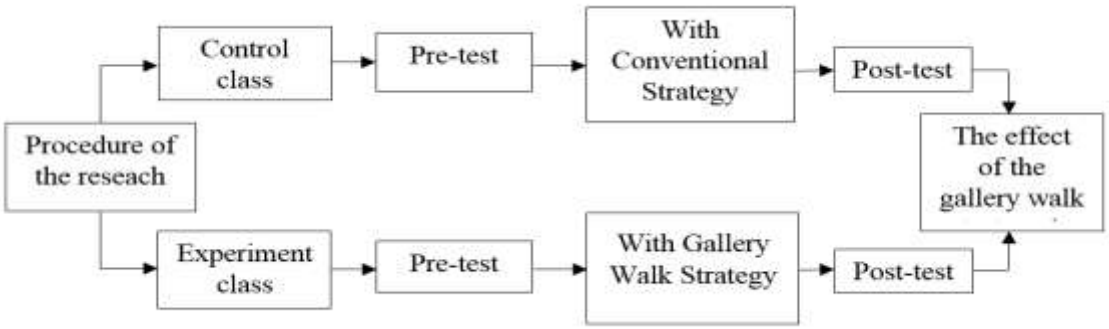
No	Class	Total Score	Mean Score
1.	X DKV	144.152	60,53
2.	X Culinary	65.909	62.50
3.	X MPLB	91.818	59.00
4.	X TJKT	91.814	57.22

In this study, the homogeneity test score was taken as a sample to determine the control class and the experiment class. The two classes that are suitable to be the control class are X TJKT class and the experiment class is X MPLB. The sample decision on the two classes was found by citerieas. In this study, the researcher made class X TJKT as the control class and X MPLB as the experiment class. Therefore, as previously explained, researchers used the Non-Equivalent Control-Group Pre-Test Post-Test Design, which can be seen from the schema described (**Table 1**) that the control class and the experimental class before the treatment is given the researcher gives a pre-test first, after which the treatment will be given where the control class is not given any treatment at all and the experimental class is given the Galery Walk Strategy treatment. After the meeting is over the post-test results given to the two classes and finally the researcher would compare the significance of the two classes to draw hyopesis conclusions with statistical analysis as evidence.

3.3 Procedure of the Reseach

The research procedure is a design made by researchers in conducting research in order to obtain research objectivity which can be seen in the framework below :

Figure 1
Procedure of the research



Source : Khairunnisak. Rosa, Rusdi Noor.[52]

1. Conducted a homogeneity test for all classes in the population

   To determine the sample in the population of this study, as explained earlier, the researcher needed to conduct a homogeneity test on the population. The researcher took specific scores of free essay writing in English from all first grade students at SMK Negeri 2 Rejang Lebong to assess the similarity of students' backgrounds and intelligence levels. In this condition, the scores obtained were then applied to the homogeneity test, where the results would determine the two suitable classes to be the samples in this study.

2. Setting control class and experiment class

   After the homogeneity test has been carried out, the next step is for the researcher to determine the control class and the experiment class. In this study, the researcher made class X TJKT as the control class and X MPLB as the experimental class based on an almost equal variance score and the researcher found that the two classes had almost the same

[52] Khairunnisak. Rosa, Rusdi Noor.*Op. Cit*. p. 708

intelligence as well (**Table 3**). Therefore, as explained earlier, researchers used the Non-Equivalent Control-Group Pre-Test Post-Test Design, which can be seen from the scheme described (**Table 1**).

3. Giving Pre-test toward control class and experiment class

    Researchers gave a pre-test to students in the control class and experiment class. In this study, the pre-test was given to determine the initial writing ability of students before the behavior was applied. The researcher gave a written test of narrative paragraph with short story type to students in both classes.

4. Treatment

    After the pre-test has been taken by the researcher, the next step is to give treatment to the control class and the experimental class. In this study there are two treatments that will be applied. First, the researcher did not provide any special treatment in the control class in order to see the effectiveness of the students' writing skills which the researcher allowed the English teacher concerned to continue teaching in the control class using conventional strategies or in his own way. While in the Experiment class, the researcher gave the treatment of Gallery Walk Strategy directly in the class in order to see whether the treatment provided effectiveness on students' writing skills. In the end, the researcher will compare the effectiveness of the two treatments and see whether without special treatment or the treatment of Gallery Walk Strategy that can provide effectiveness on students' writing skills.

5. Giving Post-test toward control class and experiment class.

The post-test was given after the treatment was completed in both classes in order to see each effectiveness whether without the treatment applied in the control class or with the Gallery Walk Strategy treatment in the Experiment class which had more impact on students' writing ability. Also, the form of the post-test given is almost the same as the previous pre-test except that some instructions are made different.

6. Data analysis

After the pre-test and post-test data have been obtained, the last step in the procedure in this study is to analyze the data into statistical data. First, researchers tabulated the data in the excel application and calculated the total of the summation of the data that had been collected based on the pre-test and post-test data that had been obtained previously (**Appendix 3** and **Appendix 4**). Second, researchers analyzed the data in the statistical analysis application program, *SPSS. Vers 26*. Analyzing the pre-test data to see the initial writing ability of students before the treatment was applied in both classes, after which the post-test data was analyzed to see the significance of students' writing ability after the treatment was applied to both classes. And the last step is to compare each significance whether without treatment or Gallery walk Strategy which gives more effectiveness to students' writing ability in order to answer the eximined the hypothesis.

3.4 Technique of Collecting Data

As explained before, data techniques were collected as follows :

1. Pre-test

The researcher provided the pre-test to both groups (control class and experiment class) which pre-test was provided to know how far the students' ability in writing the text. It can be concluded, the researcher will design a writing assessment task for the intermediate level with instructions to begin distributing the topic of the short narrative paragraph and need 2x45 for time alocate.

2. Treatment

b. Teaching in Experimental Class

The procedure of activity in using gallery walk strategy that used in this research for colleting data as the classroom of experimental, the research follow there procedures, as follow :

a) Pre-teaching

1) Teacher greets the students
2) Teacher ask one of the students (leader) for lead pray.
3) The teacher explains about narrative paragraph and give the example from that.

b) Treatment Galley Walk Strategy

1) The researcher asked some questions to the students related to the topic that will be presented in the gallery walk as the students' initial knowledge. Since the researcher wanted to teach narrative paragraph, the questions asked should be related to the theory of narrative paragraph, fantasy stories, fairy tales, legends, folktales, short stories, or fantasy novels. For example, what is a

narrative paragraph? what are the language characteristics of a narrative paragraph? or/and 'please, tell me a fairy tale!"

2) After students gain knowledge about the topic, the researcher gave instructions on how to use the gallery walk and explained what they were supposed to learn.
3) Next, the researcher makes groups consisting of 4-5 students in one group.
4) In a class of four or five stations, each station will answer a question from the teacher and write the answer on a flip chart.
5) After that, they stick their group works on the wall.
6) Each group would rotate from station one to four or five stations to check the work of other students and they can send ideas from the work of other groups that they pick up to revise their work and give feedback or comments on the work of other groups. For example: underlining sentences that are not quite right or the use of language features in sentences that are wrong.
7) Once all the groups have finished rotating all the stations, there would be a class discussion of the students' comments and ideas that have been picked up.
8) Then, still in groups, students tried to create narrative paragraphs from the ideas they got from other people's work and comments.
9) individually, students tried to create their own Narrative paragraph Their individual assignment given as a post-test of the Gallery Walk.

c) Post-test

The post-test will be given when the Gallery Walk Strategy treatment is completed, and their individual assignments will be the post-test of the Gallery Walk Strategy..

c. Teaching in Control Class

In control class, the researcher used the convensional teaching approach with leaturing method. The proses were as follow[53] :

a) Pre-teaching

1) Teacher greets the students
2) Teacher ask one of the students (leader) for lead pray.
3) The teacher tells them about a narrative story for them using a picture.

b) Treathment

1) The teacher explains about narrative paragraph and give the example.
2) The teacher gives the stories of narrative paragraph that must be completed by the students.
3) The teacher make groups of 4-5 students in one group and the teacher will give sub-cases or questions to each group.

c) Post-test

1) And the last, the teacher let them to write down all case.
2) After that the teacher will order the student collect their worksheet.

3. Post-test

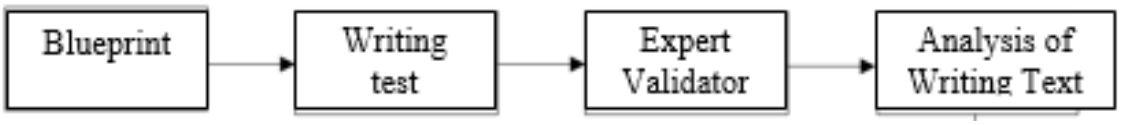
[53] Sukhendu Dutta, "Conventional Teaching in Basic Science : An Inner View," *Al Ameen Journal of Medical Sciences* 3, no. 3 (2010): 246–50.

The researcher also provided the post-test to both groups (control class and experiment class) with same question of pre-test before, which pre-test was provided to know how significant the students' ability in writing the text. the researcher will design a writing assessment task for the intermediate level with instructions to begin distributing the topic of the short narrative paragraph (150-200 words) and need 2x45 for time alocate. But, before that, in experiment class, the reseacher provided gallery walk treatment

3.5 Instrument of the research

In this research, the researcher involved test regularized in pre and post test which the instrument was used narrative paragraph. There were several steps that the researcher did in developing and constructing the test. The framework of the test is presented in following figure below :

Figure 2
Framework in designing the test



Source : Sudoyo, Suryo. Utilizing test items analysis to examine the level of difficulty and discriminating power in a teacher-made test[54]

A. Writing Blueprint

The blueprint consists some of point, such as identifying Learning Objectives Flow (ATP), determining the objective of the test, kind of the test, number of text in the test and number of items. In developing and

[54] Sudoyo, Suryo. *Utilizing test items analysis to examine the level of difficulty and discriminating power in a teacher-made test*. 2018. Semarang : Unissula. P. 265,

constructing the test the researcher prepared the blueprint of the test. The test-blueprint describe about planning a test before construction items. It was a guideline in writing a test. Generally, it consists of what ability of a language being tested, the level of the students, the basic competence to be reached, and the item indicator based on the basic competence, the material of the best, cognitive domains for each items and number of items based on the indicator. Hence, identifying Learning Objectives Flow (ATP) was important because it related to ensure the content validity

B. Writing Test

After identifying the blueprint, the researcher needed to write the test items after identifying the blueprint. The writing test consisted of content validity in short narrtaive paragraph format to make the students give their answer. Writing test consisted of directions and items of the test. The instruction made must be clear to make the students easier in understanding the test instructios.

Holiday at Lake Mas

Name : …….

Class : …….

Lake Mas, Rejang Lebong Distric

Compose an imagination narrative paragraph story about your dream holiday at Lake Mas, Rejang Lebong district (150-200 words).

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C. Expert Validator

After compiling blueprints and writing tests, the tests are validated by expert validator or rater. Here, the tests are examined by an expert who is scientifically majored in and qualified in writing and evaluating tests. Validation is analyzed by considering six points. They are the suitability of the content, the number of words written, the suitability of the grammar, the suitability of the vocabulary, and the right punctuation. Therefore, to evaluate how significant the test, the researcher asked IAIN Curup which is an expert validator in mastering writing subject.

D. Analysis of writing test

In analyzing the writing test in this study is a written test which is mostly used to measure students' abilities in a matter as an assessment. The test given to students is focused on writing Narrative Paragraph. In this study, the test was divided into two, namely pre-test and post-test. Pre-test is a test used to determine students' ability to write descriptive text before being given treatment. In the first meeting, the pre-test was given to the experimental class and control class with the same questions. The writer asked students to write freely about narrative paragraphs with a maximum of 150 - 250 words. At the end of the meeting, the researscher checked their work and gave grades. Meanwhile, the post-test is a test given to students to measure students' abilities after being given the treatment. After the treatment, the researcher asked the students to write a Narrative Paragraph with an imaginative fantasy theme and the addition of pictures provided by the researcher which they had to make into a short story with a maximum of 250 words. The instrument was made by the researcher in accordance with the Flow of Learning Objectives (ATP). The researcher used content validity to test

the instrument. The content validity analysis can be seen in the appendix. Furthermore, the author used analytical scoring to assess students' ability to write Narrative Paragraph. In analytical scoring, the script is assessed based on several aspects of writing, such as content organization, vocabulary, language use, and mechanics. The following table is the analytical scoring rubric used by the author to assess the writing adopted from Sara Chusing Weigle's

Table 4

Analytical Scoring Rubric adeopted from Weigle[55]

Aspect	Score	Criteria	Perfomance Description	Comment
Content (C)	30-27	Exellent To Very Good	Knowledgeable	
	26-22	Good to average	Some knowledge of subject	
	21-17	Fair to poor	Limited knowledge of subject	
	16-13	Very poor	Does not show Knowledge of subject	
Organization (O)	20-18	Exellent To Very Good	Fluent Expression	
	17-14	Good to average	Somewhat Choppy	
	13-10	Fair to poor	Non-fluent-ideas/confesed	
	9-7	Very poor	Does not Communicate	
Vocabulary (V)	20-18	Exellent To Very Good	Sopicsticate range-effective word	
	17-14	Good to average	Adequate range occasional errors	
	13-10	Fair to poor	Limited range.	
	9-7	Very poor	Essential translation	
Language use	25-22	Exellent To Very Good	Effective complex constructions.	

[55] Cushing Weigle, *Assessing Writing*.

(LU)	21-18	Good to average	Effectively but simple constructions.	
	17-11	Fair to poor	Major problem in simple/complex constructions.	
	10-5	Very poor	Virtually no mastery of sentence construction rules	
Mechanics (M)	5	Exellent To Very Good	Demonstrates mastery of conventions	
	4	Good to average	Occasional errors of spelling, etc.	
	3	Fair to poor	Frequent errors of spelling, puncion, capitalisation, etc.	
	2	Very poor	No mastery of conventions.	

Score	How to Total the Score: C + O + V + LU + M = …….
Reader	
Comments	

3.6 Technique of Analysis Data

In this research, the data of the research were picked from students' pre-test and post-test scores of the experimental and the control classes. In order to answer this research questions, writer analyzed the data by using *SPSS Statistic apllication* vers.26.

A. Mean Score

To get the mean of students' writing score uses the formula :

$$M_x = \frac{\sum x}{N}$$

Where :

Mx = Mean score

$\sum x$ = Individual score

N = Number of students

B. Standard Deviation

In this research the researcher used standard deviation to know the range or quarrel between lowest score and highest score. In gaining the standard deviation of scored in conducteing the research at control group, the researcher employed the formula below :

$$\mathbf{SD}_y = \sqrt{\frac{\sum \boldsymbol{y^2} - \frac{(\sum \boldsymbol{y})^2}{\boldsymbol{N}}}{\boldsymbol{N-1}}}$$

Where :

SD_y = Standart deviation of control group

y = Score of control group

$\overline{y}$ = Mean score of the control group

N = The amount of students at control group

In addition, in order to get the scores of pre and post-test in the experiment class, the researcher used the formula such as below :

$$\mathbf{SD}_x = \sqrt{\frac{\sum \boldsymbol{y^2} - \frac{(\sum \boldsymbol{y})^2}{\boldsymbol{N}}}{\boldsymbol{N-1}}}$$

Where :

SD_x = Standart deviation of experiment group

x = Score of experiment group

$\overline{x}$ = Mean score of the experiment group

N = The amount of students at experiment group

C. Normality test

Stages in conducting this classical assumption test, it is important to pass the normality test stage first. The normality test is a vital step to assess whether the distribution of the data obtained can be considered normal or not[56]. This step is carried out by examining the residual values resulting from regression calculations., with the formula :

$$\boldsymbol{X^2 = \sum \frac{(O_i - E_i}{E_i}}$$

Where :

X^2 = X^2 value

O_i = Observation value

E_i = Predicted / expected value, the class interval area based on the normal table multiplied by N (total frequency) (pi x N)

$\sum$ = Number of numbers in the data (total frequency)

The normality test in this research uses non-parametric test especially the *Kolmogorov-Smirnov* test. In this process, researchers will first regress the dependent variable (Y), which in this context is the pre-test data, with the independent variable X is the post-test data in order to get the *unstandardised residuals* data. To pass this test, the unstandardised residuals value must be > 0.05, which indicates that the data distribution can be considered normal, so that the research can proceed to the second test stage.

[56] Rektor Sianturi, "Uji Homogenitas Sebagai Syarat Pengujian Analisis," *Jurnal Pendidikan, Sains Sosial, Dan Agama* 8, no. 1 (2022): 386–97, https://doi.org/10.53565/pssa.v8i1.507.

D. Homoginity Test

The homogeneity test is a test that is as essential as the normality test[57]. the variance of a data can be said to be homogeneous if the variance of the data is the same or homogeneous. the formula is :

$$\mathbf{W} = \frac{(\boldsymbol{N-k}) \sum_{\boldsymbol{i=1}}^{\boldsymbol{n}} \boldsymbol{n_i} (\overline{\boldsymbol{Z}}\boldsymbol{i} - \overline{\boldsymbol{Z}})^{\mathbf{2}}}{(\boldsymbol{k-1}) \sum_{\boldsymbol{i=1}}^{\boldsymbol{k}} \sum_{\boldsymbol{j=1}}^{\boldsymbol{n_i}} (\boldsymbol{Z_{ij}} - \overline{\boldsymbol{Z}}\boldsymbol{i})^{\mathbf{2}}}$$

Where :

N = number of observations

k = number of groups

$Z_{ij}=|Y_{ij}-Y_{i}.|$

$Y_{i}.$= mean of the i group

Z_{i} = group average of Z_{i}

Z = the overall mean of Z_{ij}

The normality test in this research uses the *bartlett* test. This test is used when the data is normally distributed or close to it. This test must be done before the t-test. The decision making of the homogeneous test is if the significance based on sig (*p-value*) > 0.05 then the data distribution is homogeneous. Whereas if the significance beased on sig (*p-value*)<0.05 then the data distribution is not homogeneous

E. T-Test (Paired sample)

Paired sample t-test is one of the statistical techniques used to evaluate the effectiveness of a treatment by comparing the average before and after treatment, where the difference between the two averages indicates the extent to which the treatment is effective[58]. This test is part of a statistical parametric test so to do this

[57] Sianturi.

[58] Bruno D Zumbo and Martha J Jennings, "Sección Metodológica," *Psicológica Journal* 2, no. 23 (2002): 415–50.

it is necessary to do a normality test first. The basis for the decision in this T-test is if the significance (*2 tailed*) < 0.05 or *t-statistic* > *t tabel*, then H_0 is rejected and $H_a$is accepted. Meanwhile, if the significance value (*2 tailed*) > 0.05 *t-statistic* < *t tabel*, then H_0 is accepted and H_a is rejected.

$$\mathbf{T} = \frac{\overline{\boldsymbol{X}} - \mu}{\frac{\boldsymbol{S}}{\sqrt{\boldsymbol{n}}}}$$

Where :

$\overline{X}$ = Observed mean of the sample

μ = assumed mean

S = Standard deviation

n = Sample size

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the results of the research and discussion will be explained to determine the effect of the Gallery Walk Strategy on students' ability to write narrative paragraphs. then it will be explained about the implementation of the research and data analysis conducted and its discussion.

4.1 Finding

A. Students' Writing Ability in Control Class (Using Conventional Teaching)

In this part, the researcher presents the data result of the research in descriptive statistic in pre-test and post test in control class. The tests results were obtained from pre-test through writing test on Tuesday 05th, September 2023. In control class has 23 students (X TJKT) The researcher presented the writing test with clear instructions to students. The score shown in the table :

Table 4.1

The Students' pre-test score in control class

No	Name of Students	Pre-Test Score
1.	AAA	58
2.	AE	49
3.	AP	76
4.	DSS	60
5.	FDP	62
6.	FTR	63
7.	JA	59
8.	N	62
9.	PDP	70
10.	PT	55
11.	R	41
12.	RDF	85
13.	RF	45
14.	RGP	76

15.	RIPS	47
16.	RR	60
17.	RS	41
18.	SDP	47
19.	SFE	52
20.	SS	42
21.	W	66
22.	YLCV	38
23.	ZRW	76
SUM		**1330**

The table above showed the data of student's pre-test result, the score obtained above is a summary of the five aspects of writing: Content, Organization, Vocabulary, Language Use, and Mechanics. Next, the data will be analyzed by calculated the mean score and standard deviation in order to have a comparison towards student's writing ability after teaching descriptive text in control group has finished. The researcher used SPSS to calculate the mean score and standard deviation. The result is shown in the table below :

Table 4.2

The Students' pre-test in control class

pretest control class	Mean		57.39	2.609
	95% Confidence Interval for Mean	Lower Bound	51.98	
		Upper Bound	62.80	
	5% Trimmed Mean		56.99	
	Median		59.00	
	Variance		156.522	
	Std. Deviation		12.511	
	Minimum		38	
	Maximum		85	
	Range		47	
	Interquartile Range		19	
	Skewness		.294	.481
	Kurtosis		-.498	.935

Interval	F	Interval	F
31-35	0	66-70	2
36-40	1	71-75	0
41-45	4	76-80	3
46-50	3	81-85	1
51-55	2	86-90	0
56-60	4	91-95	0
61-65	3	96-100	0
∑f		**23**	

In the pretest data of **Table 4.1** for the control class, it can be seen that the mean score**(Mx)** is 57.83. Then, the highest score of the pretest was 85 and the lowest score was 38. In addition, it can be seen that there are 1 student who have low pretest scores in the interval range 36-40. However, there were 3 students who managed to reach or exceed the KKM as many as 3 students in the interval range 76-80 and 1 student in 81-85. This indicates that before the conventional approach was applied, the narrative paragraph writing ability of the samples in the control class was still lack. This can be seen from the fact that only 3 out of 23 samples in the control class successfully passed the *KKM*, there are in the range of 76-80 and 81-85.

In facilitating to understand the condition of student's writing ability after the conventional teaching was implemented, researcher gave a post-test to 23 students in control class. The post-test has been done in control class on Thrusday 06th, October 2023. The researcher presented the writing test with clear instructions to students that has same formats as pre-test but has different instruction in post-test. The score shown in the table :

Table 4.3

The Students' post-test score in control class

No	Name of Students	Pre-Test Score
1.	AAA	48
2.	AE	56
3.	AP	50
4.	DSS	63
5.	FDP	57
6.	FTR	54
7.	JA	51
8.	N	71
9.	PDP	80
10.	PT	67
11.	R	53
12.	RDF	64
13.	RF	56
14.	RGP	84
15.	RIPS	54
16.	RR	77
17.	RS	55
18.	SDP	57
19.	SFE	45
20.	SS	45
21.	W	67
22.	YLCV	58
23.	ZRW	66
SUM		**1378**

The table above showed the data of student's post-test result, the score obtained above is a summary of the five aspects of writing: content, organization, grammar, vocabulary, and mechanics. Next, the data will be analyzed by calculated the mean score and standard deviation in order to have a comparison towards student's writing ability score previously. The researcher used SPSS to calculate the mean score and standard deviation. The result is shown in the table below:

Table 4.4

The Students' post-test in control class

	Kelas		Statistic	Std. Error
post-test in control class	Mean		59.91	2.232
	95% Confidence Interval for Mean	Lower Bound	55.29	
		Upper Bound	64.54	
	5% Trimmed Mean		59.43	
	Median		57.00	
	Variance		114.538	
	Std. Deviation		10.702	
	Minimum		45	
	Maximum		84	
	Range		39	
	Interquartile Range		14	
	Skewness		.748	.481
	Kurtosis		-.053	.935

Interval	**F**	**Interval**	**F**
31-35	0	66-70	3
36-40	0	71-75	1
41-45	2	76-80	2
46-50	2	81-85	1
51-55	5	86-90	0
56-60	5	91-95	0
61-65	2	96-100	0
∑f		**23**	

Furthermore, the post-test scores obtained after the application of the conventional approach with the lecture method in the control class can be seen in **Table 4.3** where the mean value**(Mx**) is 59.91. In addition, it can be seen that there are 2 students who have low pretest scores in the interval range 41-45. However, there were 3 students who managed to reach or exceed the Minimum Completion Criteria (KKM), there are 2 students in the interval range 76-80 and 1 student in the interval range 81-85.

After knowing the students' writing ability in the control class after eight learning meetings. In other words, the next step is to analyse the highest score, lowest score, number of scores, mean, and standard deviation. This will answer the first question of this study.

Table 4.5
The Comparison between Pre-Test and Post-Test in Control Class

Class	Highest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
Control	Pre-Test	Post Test	Pre-Test	Post Test	Pre-Test	Post-Test	Pre-Test	Post Test	Pre-Test	Post Test
	85	84	38	48	1330	1378	57.39	59.91	12.511	10.702

According to the table above, in the pre-test, the highest score was 85 and the lowest score was 38. Meanwhile, in the post-test, the highest score was 84 and the lowest score was 48. It means that the student's writing ability have increased from pre-test to post-test. The researcher analyzes the total score of 23 students, which 1330 in the pre-test and 1378 in the post-test. Based on the total score, there was found the mean score in the pre-test was 57.39 and in the post-test was 59.91. The standard deviation in the pre-test was 12.511 and standard deviation in the post-test was 10.702. From the explanation before, it can be concluded that the score of student's writing increased after eight meetings in learning activity using conventional teaching

B. Students' Writing Ability in Experiment Class (Using Gallery Walk Strategy)

In this part, the researcher presents the data result of the research in descriptive statistic in pre-test and post test in eksperiment class. The tests results were obtained from pre-test through writing test on Wednesday 06th, September 2023.

In experiment class has 23 students (X MPLB) The researcher presented the writing test with clear instructions to students. The score shown in the table :

Table 4.6

The Students' pre-test score in Experiment class

No	Name of Students	Pre-Test Score
1.	AP	76
2.	CA	58
3.	DP	43
4.	DSH	60
5.	F	49
6.	FCO	68
7.	FL	55
8.	FV	76
9.	GPS	53
10.	LKW	79
11.	LR	78
12.	MN	58
13.	MZ	44
14.	NAPS	76
15.	NVS	39
16.	PAN	35
17.	PN	76
18.	RNT	55
19.	RSW	65
20.	SMS	60
21.	SYN	41
22.	TSP	80
23.	WAS	36
SUM		**1360**

The table above showed the data of student's pre-test result, the score obtained above is a summary of the five aspects of writing: Content, Organization, Vocabulary, Language Use, and Mechanics. Next, the data will be analyzed by calculated the mean score and standard deviation in order to have a comparison towards student's writing ability after teaching descriptive text in control group

has finished. The researcher used SPSS to calculate the mean score and standard deviation. The result is shown in the table below :

Table 4.7

The Students' pre-test in Experiment class

	Kelas		Statistic	Std. Error
pre-test experiment class	Mean		59.13	3.130
	95% Confidence Interval for Mean	Lower Bound	52.64	
		Upper Bound	65.62	
	5% Trimmed Mean		59.31	
	Median		58.00	
	Variance		225.300	
	Std. Deviation		15.010	
	Minimum		35	
	Maximum		80	
	Range		45	
	Interquartile Range		32	
	Skewness		-.086	.481
	Kurtosis		-1.299	.935

Interval	**F**	**Interval**	**F**
31-35	1	66-70	1
36-40	2	71-75	0
41-45	3	76-80	7
46-50	1	81-85	0
51-55	3	86-90	0
56-60	4	91-95	0
61-65	1	96-100	0
∑f		**23**	

Before the Gallery Walk Strategy treatment in the experimental class, the researcher conducted a pre-test first. In the pretest data in the experimental class in **Table 4.7**, it can be seen that the mean score**(Mx)** is 59.13. Then, it can be seen that the highest pretest score in the experimental class is 80 and the lowest is 34. In addition, it can also be seen that there are 1 student in the experimental class who are in the lowest interval range 31-35 and 7 student who pass the *KKM* in the

interval range 76-80. With the pre-test data collected in the experimental class, it can be indicated that before the Gallery Walk Strategy was applied, the students' ability to write narrative paragraphs was still lack.

In facilitating to understand the condition of student's writing ability after the Gallery Walk Strategy was implemented, researcher gave a post-test to 23 students in Experiment class. The post-test has been done in Experiment class on Friday 07th, October 2023. The researcher presented the writing test with clear instructions to students that has same formats as pre-test but has different instruction in post-test. The score shown in the table :

Table 4.8

The Students' post-test score in Experiment class

No	Name of Students	Pre-Test Score
1.	AP	88
2.	CA	78
3.	DP	79
4.	DSH	76
5.	F	77
6.	FCO	76
7.	FL	77
8.	FV	81
9.	GPS	78
10.	LKW	78
11.	LR	91
12.	MN	76
13.	MZ	76
14.	NAPS	80
15.	NVS	78
16.	PAN	37
17.	PN	77
18.	RNT	77
19.	RSW	78
20.	SMS	77
21.	SYN	76
22.	TSP	83
23.	WAS	47
SUM		**1360**

The table above showed the data of student's post-test result, the score obtained above is a summary of the five aspects of writing: content, organization, grammar, vocabulary, and mechanics. Next, the data analyzed by calculated the mean score and standard deviation in order to have a comparison towards student's writing ability score previously. The researcher used SPSS to calculate the mean score and standard deviation. The result is shown in the table below:

Table 4.9

The Students' post-test score in Experiment class

No	Name of Students	Pre-Test Score
1.	AP	88
2.	CA	78
3.	DP	79
4.	DSH	76
5.	F	77
6.	FCO	76
7.	FL	77
8.	FV	81
9.	GPS	78
10.	LKW	78
11.	LR	91
12.	MN	76
13.	MZ	76
14.	NAPS	80
15.	NVS	78
16.	PAN	37
17.	PN	77
18.	RNT	77
19.	RSW	78
20.	SMS	77
21.	SYN	76
22.	TSP	83
23.	WAS	47
SUM		**1741**

Table 4.10

The Students' post-test score in Experiment class

	Kelas		Statistic	Std. Error
post-test experiment class	Mean		75.70	2.374
	95% Confidence Interval for Mean	Lower Bound	70.77	
		Upper Bound	80.62	
	5% Trimmed Mean		76.94	
	Median		77.00	
	Variance		129.676	
	Std. Deviation		11.388	
	Minimum		37	
	Maximum		91	
	Range		54	
	Interquartile Range		3	
	Skewness		-2.542	.481
	Kurtosis		7.208	.935

Interval	**F**	**Interval**	**F**
31-35	0	66-70	0
36-40	1	71-75	0
41-45	0	76-80	17
46-50	1	81-85	2
51-55	0	86-90	1
56-60	0	91-95	1
61-65	0	96-100	0
∑f		**23**	

After applying the Gallery Walk Strategy treatment, on the 8th meeting the researcher gave a post-test and the data can be seen in **Table 4.9** the mean score is 75.80. The data also showed that there are 1 student who got the lowest score in the interval range 36-40 (1%), but it should be noted that there were 21 students in the experimental class who passed the KKM in the interval range 76-80 (74%), 81-85 (9%), 2 students, 86-90 (4%), and 91-95 (4%). The data can indicate that after the application of the Gallery Walk Strategy treatment in the experimental

class there was an increase in the number of students who passed the KKM where the previous pretest data was only 7 students, afterwards in the posttest interval range there were 21 students.. After knowing the students' writing ability in the control class after eight learning meetings. In other words, the next step is to analyse the highest score, lowest score, number of scores, mean, and standard deviation. This will answer the second question of this study. It can be seen in the bar chart that there is an indication that the Gallery Walk Strategy treatment in the Experiment class has significant results from the score comparison between the pretest and posttest

Table 4.11

The Comparison between Pre-Test and Post-Test in Control Class

Class	Highest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
Experiment	Pre-Test	Post Test	Pre-Test	Post Test	Pre-Test	Post-Test	Pre-Test	Post Test	Pre-Test	Post Test
	80	91	48	37	1360	1741	59.13	75.70	15.010	11.388

According to the table above, in the pre-test, the highest score was 80 and the lowest score was 48. Meanwhile, in the post-test, the highest score was 91 and the lowest score was 37. It means that the student's writing ability have increased from pre-test to post-test. The researcher analyzes the total score of 23 students, which 1360 in the pre-test and 1741 in the post-test. Based on the total score, there was found the mean score in the pre-test was 59.13and in the post-test was 75.70. The standard deviation in the pre-test was 15.010 and standard deviation in the post-test was 11.388. From the explanation before, it can be concluded that the score of student's writing increased after eight meetings in learning activity using Gallery Walk Stratetgy

C. The effect of using Gallery Walk Strategy toward students' writing ability

To find out the effect of Gallery Walk Strategy toward student's writing ability, the researcher took the comparison between the data control class and experimental class after 8 meetings of treatments. The result of this analysis will answer the third research question. The researcher used five factors as the guidelines in comparing the data of both groups to clarify the comparison of the data of those groups. The five factors were mean score, the range of increasing score in pre-test and post-test standard deviation, the point of student competence

based on the curriculum in SMK Negeri 2 Rejang Lebong. It can see on the table below:

Table 4.11

The Comparison Result Between Control Class and Experimental Class

Class	Mean Score		The range of increasing mean score	Standard Deviation		Students who are get the score < 75		Students who are get the score > 75	
	Pre-Test	Post Test		Pre-Test	Post Test	Pre-Test	Post Test	Pre-Test	Post Test
Control	57.39	59.91	2,52	12.511	10.702	19	19	4	4
Experiment	59.13	75.70	16,57	15.010	11.388	16	2	7	21

According to the table above, the mean score of pre-test in control class was 57.39, while the mean score of post-test in control class was 59.91. It means that there was an increase in the mean score of 2,52 points in control class from pre-test to post-test. Then, the standard deviation of pre-test in control class was 12.511, while the standard deviation in post-test in control class was 10.702. Furthermore, there is only 4 student got score > 75 and 19 students got score < 75 in pre-test. Meanwhile, in the post-test there are 4 students got score > 75 and 19 students got score < 75.

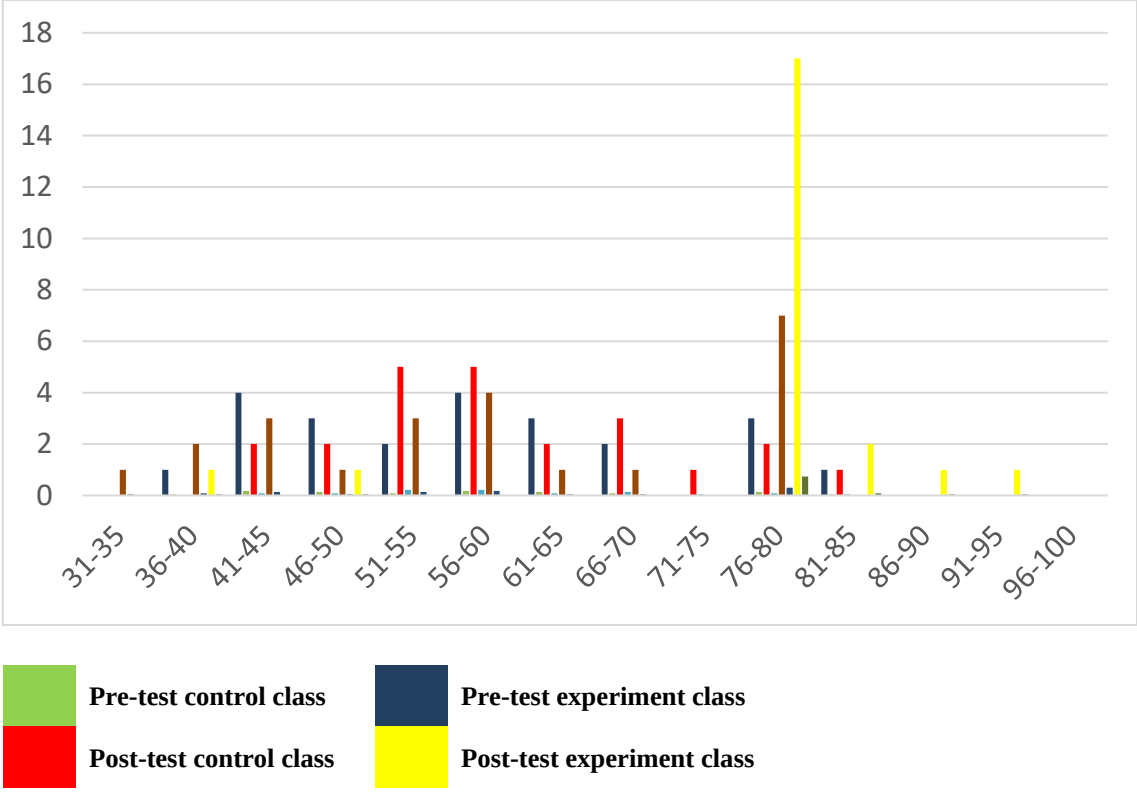
In the experimental class, the mean score of pre-test was 59.13, while the mean score of post-test in experimental class was 75.70. It means that there was an increase in the mean score of 16,57 points in experimental class from pre-test to post-test. Then, the standard deviation of pre-test in experimental class was 15.010, while the standard deviation in post-test in experimental class was 11.388. Furthermore, there are 7 students got score > 75 and 16 students got score < 75

in pre-test. Meanwhile, in the post-test there are 21 students got score > 75 and 2 students got score < 75.

Based on the previous explanation, it concluded that experimental class got higher score than control class. It can be viewed from the comparison of mean score and mean score increase from both of classes. To have clearer comparison it can be viewed on the **Figure 4** shows the progress of both classes in writing narrative paragraphs.

Figure 4

Students score pretest and posttest



It can be seen on the figure that there is an indication that the Gallery Walk strategy treatment in the Experimental class given the effect results from the score comparison between pre-test and post-test

D. Normality Test

In the normality test data in **Tabel 4.10** and **Table 4.11** After passing the Kolmogorov-Smirnov test analysis and data transformation on the pre-test and post-test data in the control class shows sig 0.193 which if it is assumed that the score is> 0.05 (0.193> 0.05) which means that the pre-test and post test data in the control class are normally distributed. Furthermore, the pre-test and post-test transformation data in the control class shows sig 0.200 which if it is assumed that the score is> 0.05 (0.200> 0.05) which means that the pre-test and post-test data in the experimental class are normally distributed.

Table 4.10

Normality Test pre-test and post-test control class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
		23
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	11.29806079
Most Extreme Differences	Absolute	.150
	Positive	.150
	Negative	-.071
Test Statistic		.150
Asymp. Sig. (2-tailed)		.193[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 4.11

Normality Test pre-test and post-test experiment class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		23
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	14.58604399
Most Extreme Differences	Absolute	.140
	Positive	.097
	Negative	-.140
Test Statistic		.140
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

E. Homoginity Test

The homogeneity test plays an important role in statistics to evaluate whether the variation between several populations is uniform or not. This procedure is a prerequisite in the analysis of unpaired t-test and ANOVA, helping to ensure the validity of statistical analysis results. The underlying assumption of analysis of variance (ANOVA) is that variations between populations are similar. To test the homogeneity of the data distribution, a two variance similarity test is used which compares the difference in variation between groups of data. Thus, the homogeneity test and the two-variance similarity test are important steps in validating the results of further statistical analyses[59]. Based on the results of the *Barlett* statistic or test in **Table 4.11**, it shows that the significance value of homogeneity in the control class and experimental class is 0.715 which is higher

[59] Sianturi, "Uji Homogenitas Sebagai Syarat Pengujian Analisis."

than the standard significance value of 0.05 (0.715> 0.05). This indicates that the pre-test and post-test data in both classes show homogeneously distributed variances, because if the distribution is not homogeneous, then the significance value will be lower than 0.05 The data follows :

Table 4.12

Homoginity text

Class	Rank	Log Determinant
pre-test control class	1	5.137
post-test control class	1	4.944
pretest-experiment class	1	5.417
post-test experment class	1	5.060
Pooled within-groups	1	5.155

The ranks and natural logarithms of determinants printed are those of the group covariance matrices.

Test Results

Box's M		1.384
F	Approx.	.453
	df1	3
	df2	13939.200
	Sig.	.715

Tests null hypothesis of equal population covariance matrices.

F. Hypothesis Testing

In testing the hypothesis, researchers used a paired sample t-test which was conducted to determine whether the Gallery Walk Strategy had an effect on students' writing skills in narrative paragraphs. researchers used data collected from the pre-test and post-test of the control class and experimental class. The results can be seen in the following table :

Table 4.13

Hypothesis test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	5% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-test control class - Post-test control class	-2.087	16.906	3.525	-2.311	-1.863	-.592	22	.560
Pair 2	Pre-test experiment class - Post-test experiment class	-16.565	17.145	3.575	-16.792	-16.338	-4.634	22	.000

The data showed a difference between the mean pre-test and post-test scores in the control class. To examine whether the difference is significant, a paired sample t-test was conducted significance (*2 tailed*) < 0.05 or *t-statistic* > *t tabel*, then H_0 is rejected and $H_a$is accepted. Meanwhile, if the significance value (*2 tailed*) > 0.05 *t-statistic* < *t tabel*, then H_0 is accepted and H_a is rejected. From this analysis, it was found that the significance (*2-tailed*) in the control class was higher than 0.05 (0.560 > 0.05) or *t-statistic* < *t tabel* (0.592 < 1.717) . This means that there is no significance between the conventional approach and the lecturing method on students' narrative paragraph writing ability in the control class.

The experiment class data shows that the results of the t-test hypothesis test show that there is a significant difference between the pre-test and post-test scores in the experimental class. To test whether the difference is significant or not, it

should be noted that the significance (*2 tailed*) < 0.05 (0.000 < 0.05) or *t-statistic* > *t tabel* (4.634 > 1.717) means that the decision of H_0 is rejected and $H_a$is accepted. So it can be concluded that Gallery walk Strategy has a significant effect on students' writing ability in narrative paragraphs.

4.2 Discussion

In English language learning, it is important to teach writing skills to secondary school students because teaching writing as a productive skill involves guiding students to express themselves through writing[60]. Another opinion from Braiye, quoted from Gusmuliana P, states that the communication tool that allows writers to use language as a medium of expression is writing.

In the context of English, writing is often regarded as one of the most challenging subjects. Students are faced with tasks that force them to think deeply. They need to find relevant ideas and then transform them into structured writing. This process involves developing ideas in depth and then transforming them into writing that adheres to proper writing procedures. Thus, writing is not only an act of language use, but also a creative process that requires dedication and technical skills. Therefore, the process of teaching writing requires mastery in choosing the right words and constructing grammatically correct sentences. In this research, the researcher takes the sub-discussion of students' writing ability in narrative paragraph which will be tested by teaching using the Gallery Walk strategy.

In teaching writing skills to students, it is necessary to pay attention to several factors so that the results of student writing become good. Writing proficiency factors include components of content, organization, vocabulary, and language use, as well

[60] Renadya Jack, C, Richards & Willy, A, "Methodology in Language Teaching 2002 Scanned" (New York: Cambridge University Press, 2002).

as mechanics. Teaching writing skills in English not only helps students in developing language skills, but also broadens their insights in conveying ideas and emotions through writing[61].

Stated by Silberman in Reni, the Gallery Walk strategy can provide opportunities for students to interact with their classmates' writing, enhance their understanding of various writing styles, and enrich their creativity and understanding of the material learnt. So, it can measure the comprehend of the lesson and train them to think critically because they should revise the work from other students' feedback but they can learn with fun.

To examine whether the Gallery Walk Strategy has an impact on students' narrative paragraph writing ability, the researcher collected data from carefully selected samples from each class involved, specifically focusing on the control class and the experimental class. In this research, the researcher involved students of SMK Negeri 02 Rejang Lebong first grade in the control class and experimental class to test the difference in writing narrative paragraphs before and after the treatment, where the experimental class as the class that used the Gallery Walk Strategy and the control class that used the conventional approach. To describe the writing ability of students of SMK Negeri 02 Rejang Lebong, the researcher made a writing test sheet made to obtain pre-test and post in each class. there are criteria in the writing test assessment, namely Content (30), Organization (20), Vocabulary (20), Language Use (25), and Mechanics (5)[62].

In this research, there were 77 populations of all class X students at SMK Negeri 02 Rejang Lebong with 46 samples involved in this research which were

[61] H.Douglas Brown, "Teaching by Principles Second Edition."
[62] Cushing Weigle, *Assessing Writing*.

divided into 23 students as samples in the control class and 23 students as samples in the experimental class. The sampling process was carried out using the non-probability sampling method, where the criterion was the class with the lowest average score. As a reference, the lowest Mean score used as a criterion is 59.00 for class X TJKT and 57.22 for class X MPLB. after that the researcher determined that class X TJKT as the control class and X MPLB as the experimental class.

In the control class, the researcher used a conventional approach, where conventional or traditional teaching refers to teaching methods that involve instructors and students interacting face-to-face in the classroom[63]. The researcher initiates discussion in the classroom, and exclusively focus on knowledge of content in textbooks and notes. Students receive information passively and repeat the memorised information in exams. It can be concluded that this method is dominated by the teacher as the giver of information, while the students listen to the explanation and make some notes[64].

As explained earlier, the data collection carried out by researchers was by using pre-test and post-test for both classes. The pre-test in the control class was conducted before the conventional approach with the lecture method was applied and the post-test was conducted after the conventional approach was applied (8 meetings). At that time when distributing the writing test to collect pre-test data, the sample present was 23 students, where all students in the control class attended class on that day. The pre-test was conducted during class time and the researcher instructed students to take the writing test individually.

[63] Yap Wei Li, "Transforming Conventional Teaching Classroom to Learner-Centred Teaching Classroom Using Multimedia-Mediated Learning Module," *International Journal of Information and Education Technology* 6, no. 2 (2021): 105–12, https://doi.org/10.7763/IJIET.2016.V6.667.
[64] Dutta, "Conventional Teaching in Basic Science : An Inner View."

The pre-test data obtained in the control class will be used as a reference "before" the conventional approach is applied in the control class. The use of Gallery Walk Strategy was conducted in the experimental class. Gallery Walk Strategy is a teaching strategy based on collaborative approach with group discussion method. In the implementation of Gallery Walk in the experimental class, at the beginning the researcher gave a pre-test before the implementation of the Gallery walk Strategy treatment. After the pre-test, the researcher gave the Gallery Walk Strategy treatment for 8 meetings in the experimental class.

A. Students' writing ability of Narrative Paragraph with Conventional Approach in Control Class.

In this research, class X TJKT is a class designated as a control class that uses a conventional approach. The pre-test score was taken before the conventional approach was applied and in this class showed 57.83 which is still categorized as low below 75 KKM. In addition, it can be seen that there are 1 student who have low pretest scores in the interval range 36-40. However, there were 3 students who managed to reach or exceed the KKM as many as 3 students in the interval range 76-80 and 1 student in 81-85. This indicates that before the conventional approach was applied, the narrative paragraph writing ability of the samples in the control class was still lack. This can be seen from the fact that only 3 out of 23 samples in the control class successfully passed the *KKM*, there are in the range of 76-80 and 81-85.

After applying the conventional method, where the researcher used a lecture approach, the first step was for the researcher to explain narrative paragraphs to students. In the next step, the researcher gave examples of narrative

paragraph stories, followed by giving students narrative writing assignments. The third stage involved forming small groups of 4-5 students where each group was given a sub-case or question by the teacher[65]. The results of applying the conventional approach showed that the control class had a post-test score of 59.91, which was still below the KKM of 75, signifying suboptimal performance. In addition, it can be seen that there are 2 students who have low pretest scores in the interval range 41-45. However, there were 3 students who managed to reach or exceed the Minimum Completion Criteria (KKM), there are 2 students in the interval range 76-80 and 1 student in the interval range 81-85. The decision criteria in this t-test is if the significance (*2 tailed*) < 0.05 or *t-statistic* > *t tabel*, then the null hypothesis H_0 is rejected and the alternative hypothesis H_a is accepted. From this analysis, it was found that the significance (*2-tailed*) in the control class was higher than 0.05 (0.560 > 0.05) or *t-statistic* < *t tabel* (0.592 < 1.717). Based on this decision, it means that there is no significance between the conventional approach and the lecture method on students' writing ability of narrative paragraph in the control class.

B. Students' writing ability of Narrative Paragraph with Gallery Walk Strategy in Experiment Class

Class X MPLB is the class designated as the experimental class in which the Gallery Walk Strategy treatment is implemented. The pre-test score shown is 59.13 which is a low score below 75 KKM. In addition, it can also be seen that there are 1 student in the experimental class who are in the lowest interval range 31-35 and 7 student who pass the KKM in the interval range 76-80 .With the pre-

[65] Li, "Transforming Conventional Teaching Classroom to Learner-Centred Teaching Classroom Using Multimedia-Mediated Learning Module."

test data collected in the experimental class, it can be indicated that before the Gallery Walk Strategy was applied, it can be said that the students' ability to write narrative paragraphs was still lack.

After the researcher applied the Gallery Walk Strategy treatment, firstly, The researcher asked students to form groups of 4-5 people in one group, after which the researcher distributed a picture related to the theme they had to write to each group, the researcher instructed each group to work on the writing test sheet individually but the content of the content was related to the theme given and gave a short narrative about the dream vacation with their group members. Finally, the researcher checked their writing test to see the results of the narrative writing of each group member[66]. After the treatment,. the researcher gave a post-test and the results showed 75.70. The data also showed that there are 1 student who got the lowest score in the interval range 36-40, but it should be noted that there were 21 students in the experimental class who passed the KKM in the interval range 76-80, 81-85, 2 students, 86-90, and 91-95. The data can indicate that after the application of the Gallery Walk Strategy treatment in the experimental class there was an increase students' writing abiliy of narrative paragraph in the number of students who passed the KKM where the previous pretest data was only 7 students, afterwards in the posttest interval range there were 21 students.

By referring to the benefits of using the gallery walk strategy, students can be given the opportunity to practice in discussion, debate, organization, and hone critical thinking skills[67]. From the results of the research it can be concluded that

[66] Amiza Hazni Binti Mohd. Radzi, Anita Binti Othman, and Amizura Hanadi Binti Mohd. Radzi, "Gallery Walk Activities in ESL Classrooms."
[67] Afifah, "The Effect of Gallery Walk Technique on Students ' Writing Ability of Decriptive Text."

the application of treatment using the Gallery Walk Strategy, whose pre-test and post-test data were analyzed using the t-test which is one of the testing methods of parametric statistical tests. The t-test is conducted using a significance level of 0.05 (α = 5%)[68]. The data showed a significance (*2 tailed*) < 0.05 (0.000 < 0.05) or *t-statistic* > *t tabel* (4.634 > 1.717), so it can be concluded that the null hypothesis $H_0$is rejected and the alternative hypothesis H_a is accepted. The results of the Paired Sample T-test conducted using the SPSS version 26 program show that the use of the Gallery Walk Strategy does have a significant impact on students' ability to write narrative paragraphs.

[68] Maria Angela, "Analisis Penyebab Dan Solusi Rekonsiliasi Finished Goods Menggunakan Hipotesis Statistik Dengan Metode," *Jurnal TEKNO (Civil Engineeering, Elektrical Engineeering and Industrial Engineeering)* 16, no. April (2019): 35–48.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research uses quasi-experimental design to obtain empirical evidence on the effect of Gallery Walk Strategy on the student's ability to write narrative paragraph. This research is focused on the effect of Gallery Walk Strategy on the student's ability to write narrative paragraph on first grade (Phase E) at SMK Negeri 2 Rejang Lebong with predetermined criteria Merdeka Curriculum is the reference material that researchers apply in this research based on pre-observations conducted previously where narrative text is taught in first grade.

What about students' writing ability in narrative paragraphs before and after the conventional approach was implemented in the control class? The researcher conducted a paired sample T-test and found that there was mean score difference between before the implementation (57.83) and after the implementation (59.91) of the conventional approach. However, when the researcher conducted a t-test on the control class data and found that there was no significance 0.05 (0.560 > 0.05) or *t-statistic* < *t tabel* (0.592 < 1.717) between the conventional approach and the students' writing ability in narrative paragraphs.

What about the experimental class before and after the use of Gallery Walk Strategy was implemented? The researcher also conducted a paired sample T-test on the pre-test and post-test data in the experimental class. It can be shown that the hypothesis test results state that there is a difference in mean score between before (59.13) and after (75.70) the use of Gallery Walk Strategy was implemented. As with

the class control case, the researcher needed to Paired T-test on the experiment class data.

Is there any significant effect of using Gallery Walk Strategy on students' ability to write narrative paragraphs? Of course, the researcher found that the significance *2 tailed*) < 0.05 (0.000 < 0.05) or *t-statistic* > *t tabel* (4.634 > 1.717) and based on the significance decision of the Paired T-test stated that the use of Gallery Walk Strategy has an effect on students' writing ability in narrative paragraphs.

5.2 Suggestion

In this research, it is proven that the use of Gallery Walk Strategy as a classroom learning strategy has an effect on students' writing ability in narrative text which is proven to be effective. So, the researcher would like to make some suggestions that follow :

1. For teacher

   The researcher would like to recommend to English teachers to use Gallery Walk Strategy because this strategy is not only fun and interesting to apply in learning activities in the classroom, the use of Gallery Walk Strategy can also help students develop students' writing skills. even in its realisation, Gallery Walk Strategy is basically a derivative of cooperative learning which focuses on group cooperation to solve a problem-based task.

2. For school

   The researcher suggests the school to improve the learning system in the classroom by using an interesting learning strategy, especially making students active and cooperating with each other, for example using the Gallery Walk Strategy as one of the cooperative learning-based activity strategies.

3. For future research

For the future, this research is highly recommended for future researchers to research more in-depth research such as whether the Gallery Walk Strategy can be studied from other aspects of English language skills besides writing skills or research whether the Gallery Walk Strategy has other impacts on learning activities in the classroom**.**

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APPENDIXES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

Nomor : 581 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang :
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

Memperhatikan :
1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B.76/In.34/FT.5 /PP.00.9/07/2023
2. Berita Acara Seminar Proposal Pada Hari Kamis, 22 Juni 2023

MEMUTUSKAN:

Menetapkan

Pertama :
1. **Dr. Eka Apriani, M.Pd** — **19900403 201503 2 005**
2. **Jumatul Hidayah, M.Pd** — **19990403 201503 2 005**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Nofri Ario Diansi**
N I M	:	**20551045**
JUDUL SKRIPSI	:	**The Effect of using Gallery Walk Strategy on the Students Writing Ability of Narrative Paragraph**

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
Pada tanggal 16 Oktober 2023
Dekan,

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

IAIN CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	:	Nufri Ario Diansi
NIM	:	2055104S
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
PEMBIMBING I	:	Dr. Eka Apriani, M.Pd
PEMBIMBING II	:	Jumatul Hidayah, M.Pd
JUDUL SKRIPSI	:	The effect of using gallery walk strategy on the students writing ability of Narrative Paragraph
MULAI BIMBINGAN	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.		Bab I Background of the research	
2.		Bab I Rsearch Question	
3.		Bab II Gallery Walk teory	
4.		Bab II Teaching Writing Concept	
5.		Bab III Pembahasan konsep Rubrik	
6.		Bab III Pembahasan konsep test	
7.		Bab III Pengartian judul, Variable, dan Emple	
8.		Bab III Pembahasan Instrumen Penelitian	
9.		bab IV disscusion	
10.		bab IV discussion dan Penulisan	
11.		bab IV disscusion	
12.		bab V Concluding and Progestion	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP

CURUP, ... 202

PEMBIMBING I,

Dr. Eka Apriani, M.Pd.
NIP.

PEMBIMBING II,

Jumatul Hidayah
NIP.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

IAIN CURUP

Nomor : 3526 /In.34/FT/PP.00.9/11/2023 — 16 November 2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. **Kepala Dinas Penanaman Modal dan**
Pelayanan Terpadu Satu Pintu (PTSP)
Kab. Rejang Lebong

Assalamualaikum Wr. Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	: Nofri Ario Diansi
NIM	: 20551045
Fakultas/Prodi	: Tarbiyah / TBI
Judul Skripsi	: The Effect of using Gallery Walk Strategy on the Students Writing Ability of Narrative Paragraph
Waktu Penelitian	: 16 November s.d 16 Februari 2023
Lokasi Penelitian	: SMKN 2 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth :
1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA	:	Nofri Ario Diansi
NIM	:	20551045
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
DOSEN PEMBIMBING I	:	Dr. Eka Apriani, M.Pd.
DOSEN PEMBIMBING II	:	Jumatul Hidayah, M.Pd
JUDUL SKRIPSI	:	The Effect of Using Gallery walk Strategy On the Students Writing ability of Narrative Paragraph
MULAI BIMBINGAN	:	2 Februari 2023
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	2-2-23	Pembahasan Teori Gallery Walk Strategy	[illegible]
	18-2-23	Pembahasan Instrument Penelitian	[illegible]
3.	22-2-23	Pembahasan Rubrik dan teori Writing	[illegible]
	14-3-23	Pembahasan Desain Pre test dan post test	[illegible]
5.	21-6-23	Seminar Proposal (Teori, pre test, post test)	[illegible]
	17-9-23	Pergantia Judul, Variabel, dan sample	[illegible]
7.		Pembahasan Pretest Narrative Personal	[illegible]
	28-2-24	Bab 4 discussion	[illegible]
	29-2-24	Bab 4 discussion	[illegible]
	[illegible]	Bab 4 dan Appendicis	[illegible]
1.	[illegible]	Bab 4 discusision	[illegible]
	[illegible]	Bab 5 Concluding and suggestion	[illegible]

MI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
PAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

CURUP, ...202

PEMBIMBING I,

Dr. Eka Apriani, M.Pd.
NIP.

PEMBIMBING II,

Jumatul Hidayah
NIP.

- Lembar **Depan** Kartu Biimbingan Pembimbing I
- Lembar **Belakang** Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

RATER LETTER

After verifying the Rubric for assessing Writing Narrative Paragraph that will be used in the research entitled "**The Effect of Usig Gallery Walk Strategy on the Students' writing Ability of Narrative Paragraph**" arranged by :

Name : Nofri Ario Diansi

NIM : 20551045

Study Program : English Study Program (TBI)

Faculty : Tarbiyah

With my undersigned :

Name : Rizki Indra Guci, M.Pd

Institution : IAIN Curup

Position : Teaching Staff

Confirmed that the Rubric is correctly used to check students' narrative paragraph writing and the assessment results can be reliably accounted for.

Curup, 14 March 2024

Rater

Rizki Indra Guci, M.Pd

PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/480 /IP/DPMPTSP/XI/2023

TENTANG PENELITIAN

KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 2526/In.34/FT/PP.00.9/11/2023 tanggal 16 November 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama / TTL	:	Nofri Ario Diansi/ Curup, 02 November 2001
NIM	:	20551045
Pekerjaan	:	Mahasiswa
Program Studi/Fakultas	:	Tadris Bahasa Inggris (TBI) / Tarbiyah
Judul Proposal Penelitian	:	**The Effect Of Using Gallery Walk Strategy On The Students Writing Ability of Narrative Paragraph**
Lokasi Penelitian	:	SMKN 2 Rejang Lebong
Waktu Penelitian	:	22 November 2023 s/d 16 Februari 2023
Penanggung Jawab	:	Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 22 November 2023

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong

ZULKARNAIN, SH
Pembina/ IV.a
NIP. 19751010 200704 1 001

Tembusan :
1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMKN 2 Rejang Lebong
4. Yang Bersangkutan
5. Arsip

PEMERINTAH PROVINSI BENGKULU
SMK NEGERI 2 REJANG LEBONG
Duku Ulu, Curup Timur, Rejang Lebong, Bengkulu 39119.
Laman smkn2rejanglebong.sch.id, Pos-el smkn2rejanglebong@gmail.com

SURAT KETERANGAN
Nomor : B.000.9.2/19/SMKN2RL/2024

Yang bertanda tangan dibawah ini Kepala SMK Negeri 2 Rejang Lebong :

Nama	: Agustinus Dani DS, M.Pd.
NIP	: 197808272005021002
Pangkat / Golongan	: Pembina/ (IV/a)
Jabatan	: Kepala Sekolah
Unit Organisasi	: SMK Negeri 2 Rejang Lebong

Dengan ini menerangkan bahwa :

Nama	: Nofri Ario Diansi
NIM	: 20551045
Fakultas	: Tarbiyah
Jurusan	: Tadris Bahasa Inggris

Telah meyelesaikan penelitian di SMK Negeri 2 Rejang Lebong sejak tanggal 22 November sampai dengan 15 Februari 2024, Untuk Menyusun Skripsi dengan Judul ***"The Effect Of Using Gallery Walk Strategy On The Students' Writing Ability Of Narrative Paragraph"***

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya, terimakasih.

Ditetapkan di : Rejang Lebong
pada tanggal : 15 Februari 2024

Kepala Sekolah

Agustinus Dani DS, M.Pd.
Pembina (IV/a)
NIP 197808272005021002

Dokumen ini telah ditandatangani secara elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), BSSN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **THE EFFECT OF USING GALLERY WALK STRATEGY ON THE STUDENTS' WRITING ABILITY OF NARRATIVE PARAGRAPH (A quasi-experimental design in SMK Negeri 2 Rejang Lebong)**

Penulis : **NOFRI ARIO DIANSI**
NIM : **20551045**

Dengan tingkat kesamaan sebesar 33%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 25 Maret 2024
Pemeriksa,
Admin Turnitin Prodi Tadris Bahasa Inggris

Dwi Susanti, S.Pd.I
NIP. 198612082023212048

WRITING TEST (STUDENTS ANSWER)

Content . 24

Organisation . 15

Vocabulary . 16

Language 20

Mechanics . 3

Holiday at Lake Mas

Name : Firriani

Class : X(MIPS)

Lake Mas, Rejang Lebong Distric

Compose an imagination narrative paragraph story about your dream holiday at Lake Mas.

Rejang Lebong district (150-200 words)

Formation : once upon a time I went to the canau mas with Tatak Ayuk, I wanted to walk twice mas wan to climp up airmpit that wit may ayuk, after that come on, I want to go down for a while and want, to buy snacks at the stall.

"ayuku" climb the ketek again (may frog) "It's really beautiful, the ride are really good, the food is really delicious (answer my brother) ok, okay, let's go the food is really delicious, somewhere else, (I said) come on "answered."

Action : A few moments after heading to another vehicle my sister and I wanted to take a photo first the lake. Dek very good place here to tak photo "Answer to take a photo at sais place here. Very good, whatever the view good, I said after we took the photo, I wanted to rest for a while and after a long time hmm,

I want to go home or not? Actually, lets hang out. Once in a while, keep walking. "Answer brother ok come on, I'm also tired from where I've been, okay, land I want to go home. Hurry up after the trip my motorbike tire is flat. Also, I'm the, in the back and I'm holding handlebars in front. also, the house is a bit far away. You know. long time "ayule" selcali is tired of pushing the motorbike, tire is flat too also. the house is a bit far away temudian "ayule". It sucks selcali pushing the motorbike Alou complaining wit srs" the you rest dum Brr I'll paint friend a friend let's go first if someone is active, I'm going abis money always change the tires. change the tires? Just the, a handsome brother came with Bay's motorbike. Why did he say "Answer srs" Not, its just a flat tire on the motorbike. We have money to stick to any tire also pull it out from the lake. tire

the money is fun. Shopping is all the same as mine. If that's the case, just use my money bro, it ll be a hassle for your accou
Answer me, ayuk leu" sudeth. After ... ; arriving at my ayu's worsh
her cheeks were very red and soft, soot wanted to chat wit her brother (I said).

↳ Resolustion.
alread arrived after sticking my brother's the, very grateful to my brother. That's what wood is also very eager, once the mosquitoes chat. Lik the I'm saw them. Go home galenih going . . a lot, two of us. It's afternoon don aku ayulcu, we're I'm goind and I'm going, going home, here we go.

↳ Resolastion.
and finally ayulc, lou and I were very lucky to have a coworker who helped push my brother and cowoles motorbik. That pard for the fiat tire and ayulcu and I were very grateful to that guy.

I go to the lake mas Icemarin together ayu lou!

Content. 18
Organization. 11
Vocabulary. 10
Language. 17
Mechanics. 2

Holiday at Lake Mas

Name : Pinkan Dwi Ritri

Class : X TJKT

Lake Mas, Rejang Lebong Distric

Compose an imagination narrative paragraph story about your dream holiday at Lake Mas. Rejang Lebong district (150-200 words).

On Sunday morning around 11.00 Am, my four friends Nadira, Zakiya, Delvina, and Silva and I planned to go to the lake. Before we left, we gathered at Delvina house to leave together. Our goal there was to have a picnic and take pictures. When we got there we immediately spread the mat under the tree after we had spread the mat we arranged the food and continued to take pictures.

In between photos I saw a little boy crying because he was not bought an escort. I ignored the little boy and continued to take pictures. After taking pictures, we sat on the mats and ate the food that had been prepared earlier. After finishing eating and telling stories, nadira and I felt thirsty and wanted to buy a cold drink when we were on the way to buy a drink we saw someone slipping in front of the drink shop.

After we bought cold drinks we went straight back to our seats. We sat and told stories there until 15.00 pm after that we went home. When I get home I shower and get ready to watch television.

See you in the next story

Content: 16

Organization: 12

Vocabulary: 14

Language: 14

Mechanics: 2

Content - 18

Organization - 12

Vocabulary - 13

Language - 17

Mechanics - 3

Holiday at Lake Mas

Name : Fitri Cintia oktarian :

Class : X MPIB

Lake Mas, Rejang Lebong Distric

Compose an imagination narrative paragraph story about your dream holiday at Lake Mas, Rejang Lebong district (150-200 words).

One day I went on vacation to lake mas with my Frend.
and my Friend and I said goodbye to our parents.
While on the way, my Frend and I saw an orange grove and we
decided to stop by the orange grove.
" Wow, the oranges are great" I said
" I think the oranges are sweet" Said my Friend.
" Let's pick some oranges " I said
After picking oranges, my Friend and I went to lake mas.
When we arrived at Lake Mas, we went to play ketek-ketek
and ride the boat there.
We were very happy and excited to play in the gold lake.
After that, we went home from the gold lake to our
respective homes.
"Moral of the Story": If you want to play at the lake,
don't go alone but bring your parents,
Friends or siblings

Holiday at Lake Mas

Name : Firriani

Class : X(MIPS)

Lake Mas, Rejang Lebong Distric

Compose an imagination narrative paragraph story about your dream holiday at Lake Mas.

Rejang Lebong district (150-200 words)

Formation : once upon a time I went to the canau mas with Tatak Ayuk, I wanted to walk twice mas wan to climp up airmpit that wit may ayuk, after that come on, I want to go down for a while and want, to buy snacks at the stall.

"ayuku" climb the ketek again (may frog) "It's really beautiful, the ride are really good, the food is really delicious (answer my brother) ok, okay, let's go the food is really delicious, somewhere else, (I said) come on "answered."

Action : A few moments after heading to another vehicle my sister and I wanted to take a photo first the lake. Dek very good place here to tak photo "Answer to take a photo at sais place here. Very good, whatever the view good, I said after we took the photo, I wanted to rest for a while and after a long time hmm,

I want to go home or not? Actually, lets hang out. Once in a while, keep walking. "Answer brother ok come on, I'm also tired from where I've been, okay, land I want to go home. Hurry up after the trip my motorbike tire is flat. Also, I'm the, in the back and I'm holding handlebars in front. also, the house is a bit far away. You know. long time "ayule" selcali is tired of pushing the motorbike, tire is flat too also. the house is a bit far away temudian "ayule". It sucks selcali pushing the motorbike Alou complaining wit srs" the you rest dum Brr I'll paint friend a friend let's go first if someone is active, I'm going abis money always change the tires. change the tires? Just the, a handsome brother came with Bay's motorbike. Why did he say "Answer srs" Not, its just a flat tire on the motorbike. We have money to stick to any tire also pull it out from the lake. tire

Content . 24

Organisation . 15

Vocabulary . 16

Language 20

Mechanics . 3

Holiday at Lake Mas

Name : Pinkan Dwi Ritri

Class : X TJKT

Lake Mas, Rejang Lebong Distric

Compose an imagination narrative paragraph story about your dream holiday at Lake Mas. Rejang Lebong district (150-200 words).

On Sunday morning around 11.00 Am, my four friends Nadira, Zakiya, Delvina, and Silva and I planned to go to the lake. Before we left, we gathered at Delvina house to leave together. Our goal there was to have a picnic and take pictures. When we got there we immediately spread the mat under the tree after we had spread the mat we arranged the food and continued to take pictures.

In between photos I saw a little boy crying because he was not bought an escort. I ignored the little boy and continued to take pictures. After taking pictures, we sat on the mats and ate the food that had been prepared earlier. After finishing eating and telling stories, nadira and I felt thirsty and wanted to buy a cold drink when we were on the way to buy a drink we saw someone slipping in front of the drink shop.

After we bought cold drinks we went straight back to our seats. We sat and told stories there until 15.00 pm after that we went home. When I get home I shower and get ready to watch television.

See you in the next story

the money is fun. Shopping is all the same as mine. If that's the case, just use my money bro, it ll be a hassle for your accou
Answer me, ayuk leu" sudeth. After ... ; arriving at my ayu's worsh
her cheeks were very red and soft, soot wanted to chat wit her brother (I said).

↳ Resolustion.
alread arrived after sticking my brother's the, very grateful to my brother. That's what wood is also very eager, once the mosquitoes chat. Lik the I'm saw them. Go home galenih going . . a lot, two of us. It's afternoon don aku ayulcu, we're I'm goind and I'm going, going home, here we go.

↳ Resolastion.
and finally ayulc, lou and I were very lucky to have a coworker who helped push my brother and cowoles motorbik. That pard for the flat tire and ayulcu and I were very grateful to that guy.

I go to the lake mas Icemarin together ayu lou!

Content. 18
Organization. 11
Vocabulary. 10
Language. 17
Mechanics. 2

Holiday at Lake Mas

Name : Nur Atika

Class : X MPIB

Lake Mas, Rejang Lebong Distric

Compose an imagination narrative paragraph story about your dream holiday at Lake Mas, Rejang Lebong district (150-200 words).

At that time, we decided to go to lake mas, alake which is famous for its beautiful natural scenery

After a long journey, we finally arrived at lake mas and were immediately amazed by its natural beauty. we can't wait to start taking photos However, when I tried to take the first photo, I realized that my phone wasn't working. my cell phone camera LCD screen was broken, I tried to repair it, but without success. Without my cellphone, we couldn't take photos of the lake. Because some of my friends cellphone were low and some of then didn't bring cellphones because their cellphones were on the counter.

Even though we felt disappointed, we decided not to let this problem ruin our day. we decided to enjoy the beauty of lake mas with our own eyes and immortalize it in our memories. we walked around the lake, shared

We immediately rushed to spread out the mats that we had brought
and arranged food an snacks for us to snacks on and enjoy the
natural beauty of the lake. We had also prepared a camera for hunting
Because we wanted to hunt also on this lake.
After we were full, looks like the weater is right for us to
hunt now" I said"
Yes, let's take a photo on the boat "answered Paul"
After we took Photos and made video Footage, we didn't realize it was
Already 5:45, and we decided to go home it looks like it's already getting
Dark what if we go home? "Felt Said"
"Yeah, our Parents will worry." I answered.
After that we went home at the Park in the road, we split up to go home."

Total

Content - 22

Organization - 14

Vocabulary - 14

Language - 14

Mechanics - 2

Holiday at Lake Mas

Name : Reja Triana

Class : X Tkt

Lake Mas, Rejang Lebong Distric

Compose an imagination narrative paragraph story about your dream holiday at Lake Mas, Rejang Lebong district (150-200 words).

Sunday morning, exactly 21-01-2024. I and 4 of my friends named Risha, Reva Febi and Yesin wanted to plan a picnic at Mas Harun bastari Lake which is in Majorejo village. That week we gathered at the Pula house at 1 wib.

When everyone had gathered we immediately left with food and mats for us to relax there, on the way we decided to stop at Indomaret to buy snacks.

Looks like we don't have enough snacks "I said"

"hem, that's fine, later we'll stop by the Indomaret which is near the lake" "Replied Fr

After discussing it we decided to buy a few more snacks

Well, there's an Indomaret, let's stop there." said Reva"

Hmm, I can "Answer everything"

After buying some snack, Ciki, we went into Mas lake and bought a ticket to Mas lake for 10 thousand for one person because there were five of us so we paid 50 thousand rupiah. When we entered we were so shocked Because the lake was so beatiful."

"Wow, what a beatiful lake "said Yhesin"

Yes, our tiredness of the trip was immediately paid of by the natural Beauty of this lake "I answered"

It looks like the side of the plane ride is suitable for us to lay out a carpet "I said"

Even though we couldn't take photos, our trip to Danau mas was an unforgettable experience. we learned that even though we love taking photos of scenery, there are times when we just need to enjoy the moment without having to capture it in a photo. In the end, we went home and I immediately repaired my cell phone and I will return to lake mas to take better photos of the view and I will really check my cell phone camera so that this incident doesn't happen again

So friends, before we want to go to a place like lake mas, we should ~~first~~ check what we will bring, such as cell phones and so on.

APPENDIX 1

BASIC WRITING SCORE IN CLASS X DKV, X CULINARY, X TJKT, X MPLB

X DKV			X CULLINARY		
No	**Nama Murid**	**Score**	**No**	**Nama Murid**	**Score**
1	A L	75	1	A R A	60
2	D M S	65	2	D D S	70
3	D O	70	3	D W S	60
4	D A Y	60	4	D V A	60
5	J	50	5	E R A	50
6	J A F	65	6	F Y S	65
7	K C	75	7	P S	60
8	K A	75	8	R A P	75
9	M A R	45	9	R R T	75
10	M F	70	10	Y P T A	65
11	R S	50	11	Y Y	60
12	S A	50	12	Z Z T	50
13	S	70	**Mean Score**		**62.50**
14	T F	55			
15	Z A R	60			
16	S A S	75			
17	S	60			
18	D K	40			
16	E K	40			
Mean Score		**60.53**			

X TJKT			X MPLB		
No	**Nama Murid**	**Score**	**No**	**Nama Murid**	**Score**
1	AAA	75	1	AP	73
2	AE	63	2	CA	60
3	AP	60	3	DP	64
4	DSS	65	4	DSH	63
5	FDP	68	5	F	68
6	FTR	43	6	FCO	45
7	JA	44	7	FL	55
8	N	44	8	FV	55
9	PDP	65	9	GPS	55
10	PT	57	10	LKW	78
11	R	56	11	LR	65
12	RDF	58	12	MN	55
13	RF	43	13	MZ	70
14	RGP	50	14	NAPS	45
15	RIPS	68	15	NVS	67
16	RR	45	16	PAN	66
17	RS	67	17	PN	45
18	SDP	65	18	RNT	46
19	SFE	55	19	RSW	45
20	SS	45	20	SMS	65
21	W	55	21	SYN	58
22	YLCV	55	22	TSP	55
23	ZRW	70	23	WAS	59
mean score		57.22	mean score		59.00

Descriptives

	Kelas			Statistic	Std. Error
score awal	Kelas DKV	Mean		60.53	2.754
		95% Confidence Interval for Mean	Lower Bound	54.74	
			Upper Bound	66.31	
		5% Trimmed Mean		60.86	
		Median		60.00	
		Variance		144.152	
		Std. Deviation		12.006	
		Minimum		40	
		Maximum		75	
		Range		35	
		Interquartile Range		20	
		Skewness		-.353	.524
		Kurtosis		-1.140	1.014
	Kelas TJKT	Mean		57.22	2.062
		95% Confidence Interval for Mean	Lower Bound	52.94	
			Upper Bound	61.49	
		5% Trimmed Mean		57.06	
		Median		57.00	
		Variance		97.814	
		Std. Deviation		9.890	
		Minimum		43	
		Maximum		75	
		Range		32	
		Interquartile Range		20	
		Skewness		-.084	.481
		Kurtosis		-1.177	.935
	Kelas MPLB	Mean		59.00	1.998
		95% Confidence Interval for Mean	Lower Bound	54.86	
			Upper Bound	63.14	
		5% Trimmed Mean		58.76	
		Median		59.00	
		Variance		91.818	
		Std. Deviation		9.582	
		Minimum		45	
		Maximum		78	

		Range		33	
		Interquartile Range		11	
		Skewness		-.020	.481
		Kurtosis		-.740	.935
	Kelas Culinary	Mean		62.50	2.344
		95% Confidence Interval for Mean	Lower Bound	57.34	
			Upper Bound	67.66	
		5% Trimmed Mean		62.50	
		Median		60.00	
		Variance		65.909	
		Std. Deviation		8.118	
		Minimum		50	
		Maximum		75	
		Range		25	
		Interquartile Range		9	
		Skewness		.076	.637
		Kurtosis		-.366	1.232

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
score awal	Kelas DKV	.153	19	.200*	.912	19	.081
	Kelas TJKT	.153	23	.178	.929	23	.105
	Kelas MPLB	.130	23	.200*	.942	23	.201
	Kelas Culinary	.212	12	.141	.904	12	.179

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
score awal	Based on Mean	1.271	3	73	.291
	Based on Median	1.394	3	73	.251
	Based on Median and with adjusted df	1.394	3	71.173	.252
	Based on trimmed mean	1.285	3	73	.286

APPENDIX 2

PRE-TEST SCORE IN CONTROL CLASS

No	Name (Initials)	Assessing Writing score of Narrative Paragraph (Control Class Pretest)					Total X	Comment
		C	O	V	LU	M		
1	AAA	16	12	14	14	2	58	failed
2	AE	16	10	10	11	2	49	failed
3	AP	22	15	16	20	3	76	passed
4	DSS	17	10	13	17	3	60	failed
5	FDP	17	10	14	18	3	62	failed
6	FTR	18	12	14	16	3	63	failed
7	JA	17	12	13	15	2	59	failed
8	N	22	14	11	13	2	62	failed
9	PDP	21	14	16	17	2	70	failed
10	PT	20	10	11	12	2	55	failed
11	R	14	10	9	6	2	41	failed
12	RDF	28	19	16	18	4	85	passed
13	RF	14	9	11	9	2	45	failed
14	RGP	22	16	15	20	3	76	passed
15	RIPS	17	10	10	8	2	47	failed
16	RR	20	12	11	14	3	60	failed
17	RS	14	10	9	6	2	41	failed
18	SDP	17	10	10	8	2	47	failed
19	SFE	15	11	12	12	2	52	failed
20	SS	14	9	10	7	2	42	failed
21	W	16	15	13	18	4	66	failed
22	YLCV	14	8	8	6	2	38	failed
23	ZRW	24	14	16	19	3	76	passed
Total (∑x)							**1330**	
Mean (Mx)							**57.83**	
N							**23**	
Max							**85**	
Min							**38**	
Range							**47**	
Class							**5.53**	
Long							**8.49**	

APPENDIX 3

POST-TEST IN CONTROl CLASS

No	Name (Initials)	Assessing Writing score of Narrative Paragraph (Control Class Posttest)					Total (X)	Comment
		C	O	V	LU	M		
1	AAA	14	8	10	13	3	48	failed
2	AE	14	9	10	10	13	56	failed
3	AP	14	8	10	14	4	50	failed
4	DSS	17	12	13	17	4	63	failed
5	FDP	19	10	11	13	4	57	failed
6	FTR	16	10	13	11	4	54	failed
7	JA	17	10	10	11	3	51	failed
8	N	20	13	16	19	3	71	failed
9	PDP	25	15	16	20	4	80	passed
10	PT	22	14	14	14	3	67	failed
11	R	18	10	11	11	3	53	failed
12	RDF	22	14	11	13	4	64	failed
13	RF	18	11	11	13	3	56	failed
14	RGP	25	15	18	22	4	84	passed
15	RIPS	18	13	10	10	3	54	failed
16	RR	24	13	16	20	4	77	passed
17	RS	17	10	11	13	4	55	failed
18	SDP	19	10	12	13	3	57	failed
19	SFE	13	7	9	13	3	45	failed
20	SS	13	7	9	13	3	45	failed
21	W	15	12	16	20	4	67	failed
22	YLCV	16	10	13	15	4	58	failed
23	ZRW	19	12	16	16	3	66	failed
Total (∑x)							**1378**	
Mean (Mx)							**59.91**	
N							**23**	
Max							**84**	
Min							**45**	
Range							**39**	
Class							**5.53**	
Long							**7.05**	

APPENDIX 4

PRE-TEST AND POST-TEST CONTROL CLASS DATA TRANSFORM

X	Y	RES_1	X1	RES-2
48	58	7.43878	45	1.52261
56	49	-6.43982	59	-8.73637
50	76	24.21913	39	20.01321
63	60	.29141	63	1.91268
57	62	5.95036	54	4.66801
54	63	8.77983	50	6.04567
51	59	6.60931	48	2.22448
71	62	-2.58719	72	3.09118
80	70	-.07561	80	10.39566
67	55	-7.14789	70	-3.73669
53	41	-12.61034	59	-16.71664
64	85	24.68159	53	27.79431
56	45	-10.43982	61	-12.89545
84	76	3.48509	82	16.18376
54	47	-7.22017	57	-10.59065
77	60	-8.24613	81	.33585
55	41	-13.82999	61	-16.94190
57	47	-9.04964	61	-10.92854
45	52	3.26826	44	-4.37812
45	42	-6.73174	48	-14.77582
67	66	3.85211	65	7.70078
58	38	-18.65947	66	-20.39911
66	76	14.46194	59	18.21111

APPENDIX 5

PRE-TEST IN EXPERIMENT CLASS

No	Name (Initials)	Assessing Writing score of Narrative Paragraph (Experiment Class Pretest)					Total	Comment
		C	O	V	LU	M		
1	AP	22	16	17	17	4	76	passed
2	CA	15	11	14	15	3	58	failed
3	DP	16	9	8	7	3	43	failed
4	DSH	22	12	14	9	3	60	failed
5	F	18	11	10	7	3	49	failed
6	FCO	18	12	17	17	4	68	failed
7	FL	18	9	8	16	4	55	failed
8	FV	21	16	17	18	4	76	passed
9	GPS	16	10	9	15	3	53	failed
10	LKW	22	15	18	20	4	79	passed
11	LR	24	15	16	19	4	78	passed
12	MN	17	10	11	16	4	58	failed
13	MZ	16	9	8	8	3	44	failed
14	NAPS	24	16	15	17	4	76	passed
15	NVS	14	8	8	6	3	39	failed
16	PAN	13	7	7	5	3	35	failed
17	PN	22	16	17	18	3	76	passed
18	RNT	22	11	10	9	3	55	failed
19	RSW	19	10	14	18	4	65	failed
20	SMS	19	11	11	15	4	60	failed
21	SYN	14	8	9	7	3	41	failed
22	TSP	25	15	18	18	4	80	passed
23	WAS	13	7	7	6	3	36	failed
Total (∑x)							**1360**	
Mean (Mx)							**59.13**	
N							**23**	
Max							**80**	
Min							**35**	
Range							**45**	
Class							**5.53**	
Long							**8.131**	

APPENDIX 6

POST-TEST IN EXPERIMENT CLASS

No	Name (Initials)	Assessing Writing score of Narrative Paragraph (Experiment Class Posttest)					Total	Comment
		C	O	V	LU	M		
1	AP	25	18	18	23	4	88	passed
2	CA	20	18	16	21	3	78	passed
3	DP	22	17	17	20	3	79	passed
4	DSH	20	16	16	21	3	76	passed
5	F	22	18	15	19	3	77	passed
6	FCO	24	16	13	19	4	76	passed
7	FL	24	15	16	19	3	77	passed
8	FV	26	18	14	19	4	81	passed
9	GPS	21	17	17	20	3	78	passed
10	LKW	21	15	19	20	3	78	passed
11	LR	28	17	19	23	4	91	passed
12	MN	22	16	16	19	3	76	passed
13	MZ	19	16	17	20	4	76	passed
14	NAPS	24	16	17	19	4	80	passed
15	NVS	20	18	16	20	4	78	passed
16	PAN	13	7	8	6	3	37	failed
17	PN	22	17	17	18	3	77	passed
18	RNT	23	16	18	16	4	77	passed
19	RSW	20	17	17	20	4	78	passed
20	SMS	19	18	18	18	4	77	passed
21	SYN	19	16	18	20	3	76	passed
22	TSP	25	17	17	21	3	83	passed
23	WAS	17	9	10	8	3	47	failed
Total (∑x)							**1741**	
Mean (Mx)							**75.70**	
N							**23**	
Max							**91**	
Min							**37**	
Range							**54**	
Class							**5.53**	
Long							**9.76**	

APPENDIX 7

PRE-TEST AND POST-TEST EXPERIMENT CLASS DATA TRANSFORM

X	Y	RES_1	X1	RES-2
88	76	6.76465	85	14.25654
78	58	-3.02288	79	-2.16451
79	43	-18.84412	87	-19.45565
76	60	.61962	76	.86236
77	49	-11.20163	82	-11.92086
76	68	8.61962	72	9.87820
77	55	-5.20163	79	-5.15899
81	76	12.51338	75	16.96174
78	53	-8.02288	82	-7.79940
78	79	17.97712	70	21.50205
91	78	6.30090	88	15.35113
76	58	-1.38038	77	-1.39159
76	44	-15.38038	83	-17.16930
80	76	13.33463	74	17.34820
78	39	-22.02288	88	-23.57711
37	35	7.64829	34	-12.24028
77	76	15.79837	70	18.50757
77	55	-5.20163	79	-5.15899
78	65	3.97712	76	5.72435
77	60	-.20163	77	.47591
76	41	-18.38038	84	-20.55024
83	80	14.87089	76	20.69675
47	36	.43581	47	-14.97788

LEARNING OBJECTIVE FLOW (ATP)

ALUR TUJUAN PEMBELAJARAN

Satuan Pendidikan **: SMK**

Mata pelajaran **: Bahasa Inggris**

Fase **: E**

Kelas **: X (Sepuluh)**

Tahun pelajaran **: 2023-2024**

Waktu **: 144 JP**

Pada akhir fase E, murid mampu menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti *descriptive text, narrative text, recount, report, procedure*, dan *exposition text* yang menjadi rujukan utama dalam memperlajari bahasa Inggris di fase ini. Murid mampu menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia murid di fase ini. Mereka membaca teks tulisan untuk memperlajari sesuatu informasi. Keterampilan inferensi mereka akan tersirat ketika memahami sebuah informasi dalam bahasa Inggris.

Alur Tujuan Pembelajaran (ATP)	**Kata/Frasa, Konten/Materi dan Penjelasan Singkat**	**Projek Penguatan Profil Pelajar Pancasila**	**Alokasi Waktu**
Semester Ganjil			
10.1 Murid mampu mengidentifikasi konteks, gagasan utama, dan infromasi terperinci dari *descriptive text* tentang atlet terkenal dan	**Kata/frasa kunci :** *Athlete* *Appearance*	• Mandiri • Kreatif • Kolaborasi	8 JP

tempat lokakarya pelatihan murid sesuai dengan kejuruan masing-masing. **10.2** Murid mampu menyampaikan gagasan dan pendapat dalam diskusi tentang atlet terkenal dan tempat lokakarya pelatihan murid sesuai dengan kejuruan masing-masing. **10.3** Murid mampu menulis *descriptive text* tentang atlet terkenal dan tempat lokakarya pelatihan murid sesuai dengan kompetensi kejuruan masing-masing.	*Character traits* *Identification* Konten/Materi **Konten/Materi :** *Famous Athletes* *Description of the workshop* **Penjelasan singkat :** Fokus pembelejara adalah : • Mampu mengidentifikasi isi descriptive text. • Mampu menggunakan unsur kebahasaan yang ada di dalam descriptive text. • Mampu mendescripsikan tentang atlet terkenal dan tempat lokakarya murid.		

	• Mampu menulis descritive text atlet terkenal dan tempat lokakarya murid.		
10.4 Murid mampu mengidentifikasikan konteks, gagasan utama, dan informasi terperinci dari *narrative text* tentang berbagai cerita karangan fiksi (short story, novel, legenda,. dll) **10.5** Murid mampu menyampaikan gagasan dan pendapat dalam diskusi tentang berbagai cerita karangan fiksi (short story, novel, legenda,. dll). **10.6** Murid mampu menulis *narrative text* tentang berbagai cerita karangan fiksi (short story, novel, legenda,. dll).	**Kata/frasa kunci :** *Chronological* *Fictions* *Orientation* *Complication* *Resolution* *Reorentation* **Konten/Materi :** **5.1 An Amazing Dream Adventure** **Penjelasan singkat :** Fokus pembelejara adalah : • Mampu mengidentifikasi isi *narrative text*.	• Mandiri • Kreatif • Kolaboratif	12 JP

	• Mampu menggunakan unsur kebahasaan yang ada di dalam *narrative text*. • Mampu mendeskripsikan tentang berbagai cerita karangan fiksi (short story, novel, legenda,. dll. • Mampu menulis dan mempresentasikan *narrative text* tentang berbagai cerita karangan fiksi (short story, novel, legenda,. dll.		
10.7 Murid mampu mengidentifikasikan konteks, gagasan utama, dan informasi terperinci dari *recount text* tentang pengalaman pribadi, biograpi seseorang, dan peristiwa bersejarah dikompetensi kejuruan masing-masing. **10.8** Murid mampu menyampaikan gagasan dan pendapat dalam diskusi tentang pengalaman pribadi, biograpi seseorang, dan peristiwa	**Kata/frasa kunci :** *Chronological* *Events* *Experiences* *Orientation* *Sequences* *Reorentation* **Konten/Materi :**	• Mandiri • Kreatif • Kolaborasi	14 JP

bersejarah dikompetensi kejuruan masing-masing. **10.9** Murid mampu menulis *recount text* tentang tentang pengalaman pribadi, biograpi seseorang, dan peristiwa bersejarah dikompetensi kejuruan masing-masing serta dapat mempresentasikannya.	• *Personal Experiences* • *Biography* • *History of the invention of typewriter* (MPLB) • *History of the invention of calculationg machine* (AKL) • *Hidtory of the invention of the computer* (TKJ) • *History of the invention of the facebook* (Multimedia) • *Indonesian specialities* (Kuliner) **Penjelasan singkat :** Fokus pembelejara adalah : • Mampu mengidentifikasi isi *recount text*. • Mampu menggunakan unsur kebahasaan yang ada di dalam *recount text*.		

	• Mampu mendeskripsikan tentang tentang tentang acara olahraga ataupun pengalaman pribadi murid. • Mampu menulis dan mempresentasikan *recount text* tentang tentang tentang acara olahraga ataupun pengalaman pribadi murid.		
Semester Genap			
10.1 Murid mampu mengidentifikasi konteks, gagasan utama, dan infromasi terperinci dari *procedure text* tentang prodesur membuat sesuatu (Cullinary) dan menggunakan sesuatu (Tools or Aplications). **10.2** Murid mampu menyampaikan gagasan dan pendapat dalam diskusi tentang prodesur membuat sesuatu (Cullinary) dan menggunakan sesuatu (Tools or Aplications).	**Kata/frasa kunci :** *Cookbook* *Guidelines* *instalations* *sequences* **Konten/Materi :** *How to make ……* (Cullinary) *How to operate …..*	• Mandiri • Kreatif • Kolaborasi	12JP

10.3 Murid mampu menulis *procedure text* tentang prodesur membuat sesuatu (Cullinary) dan menggunakan sesuatu (Tools or Aplications).	*How to to use ….* **Penjelasan singkat :** Fokus pembelejara adalah : • Mampu mengidentifikasi isi *procedure text*. • Mampu menggunakan unsur kebahasaan yang ada di dalam *procedure text*. • Mampu menulis dan mempresentasikan *procedure text* tentang prodesur membuat sesuatu (Cullinary) dan menggunakan sesuatu (Tools or Aplications).		
10.4 Murid mampu mengidentifikasi konteks, gagasan utama, dan infromasi terperinci dari *exposition text* tentang isu terkini (Social media).	**Kata/frasa kunci :** *Issue* *Analytical* *Hortatory* *Argument*		6 JP

10.5 Murid mampu menyampaikan gagasan dan pendapat dalam diskusi tentang isu terkini (Social media). **10.6** Murid mampu menulis *exposition text* tentang isu terkini (Social media).	*Recommendation* **Konten/Materi :** *Exposition about actual issue*…. (Social Media) **Penjelasan singkat :** Fokus pembelejara adalah : • Mampu mengidentifikasi isi *exposition text*. • Mampu menggunakan unsur kebahasaan yang ada di dalam *exposition text*. • Mampu menulis *exposition text* tentang isu terkini (Social media).		
10.7 Murid mampu mengidentifikasi konteks, gagasan utama, dan infromasi terperinci dari *report text* tentang suatu fenomena dan berita faktual.	**Kata/frasa kunci :** *Issue* *Factual* *qualities* *reference*		8 JP

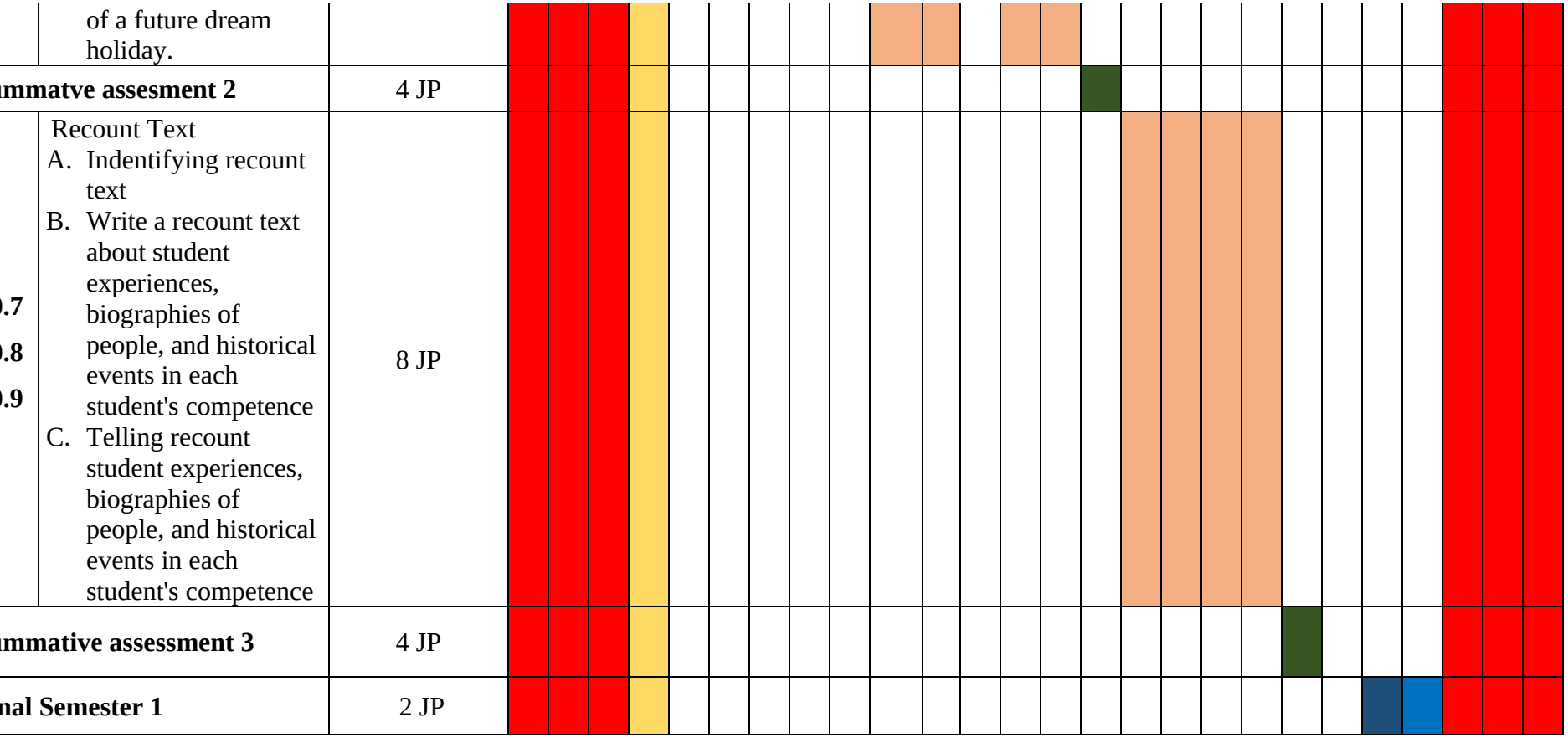
10.8 Murid mampu menyampaikan gagasan dan pendapat dalam diskusi tentang suatu fenomena dan berita faktual. **10.9** Murid mampu menulis dan mempresentasikan *report text* tentang suatu fenomena dan berita faktual.	*phenomenon* **Konten/Materi :** *Report text about living and non living thing* **Penjelasan singkat :** Fokus pembelejara adalah : • Mampu mengidentifikasi isi *report text*. • Mampu menggunakan unsur kebahasaan yang ada di dalam *report text*. • Mampu menulis dan mempresentasikan *report text* tentang suatu fenomena dan berita faktual.		
Cadangan			**0 JP**
Jumlah Jam Pelajaran			**60 JP**

PROGRAM SEMESTER

Mata Pelajaran : Bahasa Inggris
Kelas : X (Sepuluh)
Semester : 1

NO	ATP	Materi Pokok	Alokasi Waktu	Juli				Agustus					September				Oktober					November				Desember			
				1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4
1	**10.1** **10.2** **10.3**	Decriptive Text A. Identifying descriptive Text B. Describing a famous althele and the students' workshop C. Writing a descriptive text about students' workshop	6 JP																										
2	**Summative assesment 1**		2 JP																										
3	**Mid-semester 1**		2 JP																										
3	**10.4** **10.5** **10.6**	Narrative Text A. Identifying narrative text. B. Analyze language feature of narrative text. C. Write a narrative text about a narrative short essay story with the sub-theme	8 JP																										

		of a future dream holiday.	
4	**Summatve assesment 2**		4 JP
5	**10.7** **10.8** **10.9**	Recount Text A. Indentifying recount text B. Write a recount text about student experiences, biographies of people, and historical events in each student's competence C. Telling recount student experiences, biographies of people, and historical events in each student's competence	8 JP
6	**Summative assessment 3**		4 JP
7	**Final Semester 1**		2 JP



Keterangan ;
JP : Jam Perkiraan (1 pertemuan = 3x45 menit)
Libur Semester 1
Awal masuk sekolah

Time of Schedule

	Day, Month, Year	Meeting	Theme	Treatment	Time allocation
Control Class	Tuesday 05th, September 2023	1	Pre-test	-	3 × 45 Minutes
	Thrusday 07th, September 2023	2	Identifying Narrative Text (Genre and Structure)	Conventional Strategy (Picture-Discuss-Write)	3 × 45 Minutes
	Tuesday 12th, September 2023	3	Noun and Noun Phrase	Conventional Strategy (Picture-Discuss-Write)	3 × 45 Minutes
	Thrusday 14th, September 2023	4	Adjective and Adverb	Conventional Strategy (Picture-Discuss-Write)	3 × 45 Minutes
	Tuesday 26th, September 2023	5	Time connective and conjunction	Conventional Strategy (Picture Discuss)	3 × 45 Minutes
	Thrusday 28th, September 2023	6	Verb (Past tense)	Conventional Strategy (Picture-Discuss-Write)	3 × 45 Minutes
	Tuesday 03rd, October 2023	7	Grammar : Simple Past Tense	Conventional Strategy (Picture-Discuss-Write)	3 × 45 Minutes
	Thrusday 06th, October 2023	8	Post-test	-	3 × 45 Minutes
Experiment Class	**Day, Month, Year**	**Meeting**	**Theme**	**Treatment**	**Time allocation**

	Wednesday 06th, September 2023	1	Pre-test	-	3 × 45 Minutes
	Friday 08th, September 2023	2	Identifying Narrative Text (Genre and Structure)	Gallery Walk Strategy	3 × 45 Minutes
	Wednesday 13th, September 2023	3	Noun and Noun Phrase	Gallery Walk Strategy	3 × 45 Minutes
	Friday 15th, September 2023	4	Adjective and Adverb	Gallery Walk Strategy	3 × 45 Minutes
	Wednesday 27th, September 2023	5	Time connective and conjunction	Gallery Walk Strategy	3 × 45 Minutes
	Friday 29th, September 2023	6	Verb (Past tense)	Gallery Walk Strategy	3 × 45 Minutes
	Wednesday 04th, October 2023	7	Grammar : Simple Past Tense	Gallery Walk Strategy	3 × 45 Minutes
	Friday 07th, October 2023	8	Post-test	-	3 × 45 Minutes

Guru Mata Pelajaran

Efni Dianti, S.Pd
NIP. 19780915 200502 004

Curup,.....2023
Peneliti

Nofri Ario Diansi
NIM. 20551045

THE LESSON PLAN OF EXPERIMENT CLASS

MODUL AJAR BAHASA INGGRIS

KURIKULUM MERDEKA

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun : **Nofri Ario Diansi**

Satuan Pendidikan : **SMK N 2 Rejang Lebong**

Kelas / Fase : **X (Sepuluh) - E**

Mata Pelajaran : **Bahasa Inggris**

Elemen : **Narrative Text**

Prediksi Alokasi Waktu : **1 Pertemuan (**3 **x 45 Menit)**

Tahun Penyusunan : **2023 / 2024**

B. KOMPETENSI AWAL

Diharapkan sebelum memasuki materi ini, siswa dituntut untuk memahami terlebih dahulu terkait pengetahuan tentang narrative text.

C. PROFIL PELAJAR PANCASILA

Karakter	*4C*
1. Iman dan Taqwa kepada Tuhan YME *(Religious)*	*1. Creativity*
2. Tanggung jawab *(Responsible)*	*2. Critical Thinking*
3. Gotong royong *(Cooperation)*	*3. Collaboration*
4. Disiplin *(Dicipline)*	*4. Communication*
5. Jujur *(Honesty)*	

D. SARANA DAN PRASARANA

- Bahan & Alat Pembelajaran: *Smart phone*, *picture*, *White board*, *Boardmarker*, LKPD.
- Media Pembelajaran: Buku bacaan, *dictionary digital*,

E. TARGET MURID

- Murid regular / tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar
- Murid dengan kesulitan belajar: memiliki gaya belajar yang terbatas hanya satu gaya misalnya dengan kinestetik. Memiliki kesulitan dengan bahasa dan pemahaman materi ajar, kurang percaya diri, kesulitan berkonsentrasi jangka panjang, dsb.
- Murid dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir arah tinggi (HOTS), dan memiliki keterampilan

memimpin.

F. SRATEGI PEMBELAJARAN

Pembelajaran menggunakan pendekatan *konvensional* dengan menggunakan metode pembelajaran *ceramah)* serta melibatkan kegiatan literasi, penugasan, tanya jawab.

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Setelah melakukan kegiatan pembelajaran dengan strategi pembelajaran yang telah disebutkan, diharapkan peserta didik mampu:

1. Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk naratif fiksi secara kritis, kreatif dan jujur terkait topik cerita fiksi dengan tingkat kelancaran dan ketepatan yang optimal.
2. Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk naratif fiksi terkait topik cerita fiksi dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.

B. PEMAHAMAN BERMAKNA

1. Narration is a portrayal of the action of an event, especially in a novella or stories, of an action or a story. For more details, the main purpose of narrative paragraph is to entertain, arouse emotions, and bring the reader or listener into the storyline presented. Hence, it can be found in a novels, short stories, legend texts, folktales , fantasy story, and even personal experience stories.
2. Structures of narrative text are Orientation, Complication, Resolution, and Reorientation
3. Noun is a word used to name a place, a person, an animal, or a thing. It can also name an idea (abstract noun), a state, an activity, or a quality.
4. Noun phrase is a group of words that consist of a noun and a modifier that modifies the noun. A noun phrase is a phrase with a noun as its head.
5. Adjective is a word that tells us more about a noun. It "describes" or "modifies" a noun.
6. Time connective and conjunction to sequence events, e.g. then, before, that, soo, etc.
7. Adverbs and adverbial phrases to indicate the location of events, e.g. here, in the monutain, happily ever after, etc.
8. Adverbs and prepositional phrases indicating time: a long time ago, one day, in the morning, the next day, soon, etc.

9. Verbs in the past tense; live, lived, etc.
10. Grammar: Simple Past tense and Past Continuous

C. PERTANYAAN PEMANTIK

- What is the purpose of narrative text?
- What is the generic structure of narrative text?
- What fictional stories do you know ?

D. KEGIATAN PEMBELAJARAN

TAHAP PEMBELAJARAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
A. Kegiatan Pendahuluan		
Persiapan / Orientasi	1. Guru membuka kegiatan pembelajaran dengan salam pembuka dan berdo'a untuk memulai pembelajaran sebagai perwujudan iman dan takwa kepada Tuhan YME dan berakhlakmulia sesuai dengan agama dan kepercayaan masing masing. 2. Guru meminta peserta didik memastikan kebersihan lingkungan di dalam kelas. 3. Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 4. Guru memeriksa kehadiran peserta didik. (Disiplin) 5. Guru menyampaikan tujuan pembelajaran, cakupan dan garis besar materi, langkah pembelajaran dan teknik penilaian.	10 Menit

Apersepsi dan Motivasi	6. Guru memberikan beberapa pertanyaan pemantik kepada murid terkait materi. a. *What are the genres of narrative text?* b. *What is the generic structure of narrative text?* c. *What is the generic structure of narrative text?* 7. Guru dan murid melakukan kegiatan tanya jawab dandiskusi terkait pertanyaan pemantik. 8. Guru memberikan gambaran tentang manfaat mempelajari materi pelajaran dalam kehidupan sehari-hari. 9. Murid mengerjakan instruksi guru menggunakan media *worksheet assessment* guna mengetahui pemahaman awal peserta didik terhadap materi sekaligus sebagai asesmen diagnostic. 10. Guru membentuk kelompok heterogen sekaligus membagi LKPD ke masing-masing kelompok.	15 Menit
B. Kegiatan Inti		
Fase 1: Orientasi Peserta Didik Kepada Masalah	11. Guru menyampaikan materi berupa bahan bacaan cerita fiksi. 12. Murid mencermati masalah yang ditampilkan pendidik. (*Critical thinking*) 13. Guru memberikan sebuah gambar ke masing masing kelompok dan mengamati terlebih dahulu gambar tersebut. 14. Guru menginstruksikan kepada setiap individu di seteiap kelompok untum mengarang sebuah cerita naratif pendek tentang liburan impian yang berkaitan dengan tema gambar yang di berikan sebelumnya. 15. Guru meminta setiap individu di dalam setiap kelompok untuk menuliskan cerita naratif dengan versi mereka sendiri tetapi didalam cerita tersebut masih melibatkan anggota kelompoknya sebagai tokoh dalam cerita karangan imaginatif naratif pendek tersebut. 16. Ketika 10-15 menit berlalu guru meminta setiap anggota	15 Menit

	untuk bergeser ke pangkalan gambar tema yang lain dan mulai mengarang serbuah naratif pendek dari gambar terbaru. .	
Fase 2: Membimbing Penyelidikan Individu dan Kelompok	17. Murid melaksanakan kegiatan yang disajikan pada LKPD. *(Critical thinking & collaboration)* *a.* LKPD 1 (Eksplorasi materi oleh murid). *(Writing)* *19.* Setelah selesai guru meminta murid berdiskusi untuk membahasan tulisan mereka masing amsing. (*Communication)* 20. Guru memantau keterlibatan murid dalam pengerjaan dan pengumpulan data.	40 Menit
Fase 3: Mengorganisasikan Peserta Didik	21. Guru memastikan setiap anggota kelompok memahami tugas masing 22. Guru memberi arahan kepada murid yang mengalami kesulitan dalam pengerjaan tugas.-masing.	10 Menit

Fase 4: Menyajikan Hasil Karya	23. Murid mengumpulkan hasil kerja kelompok 24. Guru mengamati dan mencatat keaktifan dan keterlibatan murid dalam kegiatan belajar. 25. Guru bersama peserta didik memberi apresiasi kepada Diri sendiri setelah belajar.	45 Menit
Fase 5: Menganalisa dan Mengevaluasi Proses Pemecahan Masalah	26. Guru mengajak murid untuk mengevaluasi pemecahan masalah. *(Critical thinking & creativity)* 27. Guru mengkonfirmasi hal-hal yang menjadi perbedaan pendapat untuk menyamakan persepsi. 28. Guru memberi soal evaluasi. 29. Murid mengerjakan dan menjawab soal yang diberikan guru. (*Critical thinking*, disiplin, tanggung jawab)	10 Menit
C. Kegiatan Penutup		
Penutup	30. Guru bersama murid membuat simpulan materi pembelajaran. (Jujur) 31. Sebagai penguatan, guru menunjuk salah satu murid untuk mengulangi kesimpulan pembelajaran yang telah dilaksanakan. (Tanggung jawab) 32. Guru memberi apresiasi berupa pujian kepada murid yang dapat menyimpulkan dengan benar. 33. Guru bersama peserta didik melakukan refleksi pembelajaran. 34. Guru memberikan informasi untuk persiapan pertemuan berikutnya. 35. Guru menutup pembelajaran dengan mengucapkan salam.	15 Menit

E. ASESMEN / PENILAIAN

- Guru menjelaskan bahwa untuk mengukur pengetahuan dan keterampilan murid tentang materi yang disampaikan pada bab, penilaian dilakukan baik di dalam proses pembelajaran, seperti penilaian keaktifan peserta didik berkontribusi dalam diskusi, atau kegiatan lain dan di akhir pembelajaran dalam bentuk projek dikumpulkan murid.
- Guru menyampaikan bahwa murid dapat menyelesaikan projek ini di dalam kelas.
- Guru menyampaikan bahwa murid dapat bertanya atau berkonsultasi selama penyelesaian projek itu.
- Guru memberikan masukan, atau revisi apabila diperlukan selama murid menyelesaikan projek mereka.

F. PENGAYAAN DAN REMEDIAL

Pengayaan

- Guru meminta murid untuk membuat suatu karangan cerita imajinatif narasi pendek tentang liburan impian.

Remedial

- Guru menjelaskan bahwa murid perlu melakukan pengecekan terhadap pemahaman mereka pada materi yang diajarkan pada bab ini.
- Guru meminta murid untuk menjawab pertanyaan yang disediakan di Buku Siswa *progress check* itu peserta didik dapat mengukur sejauh mana mereka telah memahami materi yang diajarkan pada bab itu dan mengetahui bagian yang mereka belum pahami dan kuasai. Dengan demikian murid dapat meminta bantuan guru untuk menjelaskan kembali bagian tersebut, atau melakukan pembelajaran sendiri dengan mencari dan mempelajari materi dari sumber yang dapat diaksesnya.

G. REFLEKSI

- Guru menjelaskan bahwa murid perlu melakukan refleksi atas apa yang telah mereka pelajari.
- Guru menjelaskan bahwa releksi yang mereka lakukan tidak saja penting bagi mereka tetapijuga penting bagi guru karena releksi murid memberikan gambaran bagi guru bagaimana perasaan murid tentang materi yang sudah dijelaskan, cara guru menyampaikan pembelajaran dan hal-hal yang sudah dipelajari peserta didik.
- Guru meminta murid menuliskan hal-hal yang tidak dipahami dari materi pelajaran yang telah mereka pelajari.
- Guru meminta murid melakukan releksi poin- poin atau hal-hal yang sudah mereka pelajari pada bab ini.
- Guru menginformasikan pada murid bahwa releksi yang mereka lakukan mengikuti

arahan yang disediakan pada Buku Siswa.

H. RUBRIK PENILAIAN

Kriteria pengukur ketercapaian Pembelajaaran dan assessmen.

The Rubric for assessing writing Narrative Text

Aspect	Score	Perfomance Description
Content	30-27	Knowledgeable
	26-22	Subject adequate range
	21-17	Limited knowledge
	16-13	Does not show Knowledge
Organization	20-18	Fluent Expression
	17-14	Somewhat Choppy
	13-10	Non-fluent-ideas/confesed
	9-7	Does not Communicate
Language use	20-18	Effective complex constructions.
	17-14	Effectively but simple constructions.
	13-10	Major problem in simple/complex constructions.
	9-7	Virtually no mastery of sentence construction rules
Vocabulary	25-22	Sopicsticate range-effective word
	21-18	Adequate range occasional errors
	17-11	Limited range of words.
	10-5	Essential translation of english vocabulary
Mechanics	5	Demonstrates mastery of conventions
	4	Occasional errors of spelling, etc.
	3	Frequent errors of spelling, puncion, capitalisation, etc.
	2	No mastery of conventions.

LAMPIRAN- LAMPIRAN

Lampiran 1 BAHAN BACAAN GURU DAN PESERTA DIDIK

- LKPD
- E-Book Bahasa Inggris SMK Negeri 2 Rejang Lebong
- https://www.vedantu.com/stories/my-dream-short-story

Lampiran 2 Glosarium

- **NOVEL ,** is a book-length fictionalised prose narrative that depicts characters and actions with a certain degree of realism. It is a genre of literature that combines elements of story and character development in a context that is not actual, yet can have a fairly high degree of realism.
- **FAIRYTALES,** are a children's story about magical and imaginary beings and lands.

Lampiran 3 Referensi

- Buku Panduan Guru Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X,Kemdikbudristek, Jakarta 2022.
- Buku Panduan SiswaBahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X,Kemdikbudristek, Jakarta 2022
- *Direct-Unfocused-Corrective Feedback: A Model for Improving Writing Skills*. Ahmad Dahlan University. Yogyakarta 2019.

Curup,.....2023

Guru Mata Pelajaran	Peneliti
Efni Dianti, S.Pd	Nofri Ario Diansi
NIP. 19780915 200502 004	NIM. 20551045

THE LESSON PLAN OF CONTROL CLASS

MODUL AJAR BAHASA INGGRIS

KURIKULUM MERDEKA

INFORMASI UMUM

G. IDENTITAS MODUL

Nama Penyusun	**: Efni Dianti, S.Pd**
Satuan Pendidikan	**: SMK N 2 Rejang Lebong**
Kelas / Fase	**: X (Sepuluh) - E**
Mata Pelajaran	**: Bahasa Inggris**
Elemen	**: Narrative Text**
Prediksi Alokasi Waktu	**: 1 Pertemuan (3 x 45 Menit)**
Tahun Penyusunan	**: 2023 / 2024**

H. KOMPETENSI AWAL

Diharapkan sebelum memasuki materi ini, siswa dituntut untuk memahami terlebih dahulu terkait pengetahuan tentang narrative text.

I. PROFIL PELAJAR PANCASILA

Karakter	*4C*
6. Iman dan Taqwa kepada Tuhan YME *(Religious)* *7.* Tanggung jawab *(Responsible)* *8.* Gotong royong *(Cooperation)* *9.* Disiplin *(Dicipline)* *10.* Jujur *(Honesty)*	*5. Creativity* *6. Critical Thinking* *7. Collaboration* *8. Communication*

J. SARANA DAN PRASARANA

- Bahan & Alat Pembelajaran: *White board*, *Boardmarker*, LKPD.
- Media Pembelajaran: Buku bacaan, *Power Point, Youtube,*

K. TARGET MURID

- Murid regular / tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar
- Murid dengan kesulitan belajar: memiliki gaya belajar yang terbatas hanya satu gaya misalnya dengan kinestetik. Memiliki kesulitan dengan bahasa dan pemahaman materi ajar, kurang percaya diri, kesulitan berkonsentrasi jangka panjang, dsb.
- Murid dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir arah tinggi (HOTS), dan memiliki keterampilan memimpin.

L. SRATEGI PEMBELAJARAN

Pembelajaran menggunakan pendekatan *coorperative learning* dengan menggunakan strategi *Gallery Walk* yang terintegrasi dengan metode pembelajaran berdiferensiasi berbasis *Group Discussion* serta melibatkan kegiatan literasi, penugasan, tanya jawab.

KOMPONEN INTI

I. TUJUAN PEMBELAJARAN

Setelah melakukan kegiatan pembelajaran dengan strategi pembelajaran yang telah disebutkan,diharapkan peserta didik mampu:

1. Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk naratif fiksi secara kritis, kreatif dan jujur terkait topik topik cerita fiksi dengan tingkat kelancaran dan ketepatan yang optimal.
2. Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk naratif fiksi terkait topik topik cerita fiksi dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.

J. PEMAHAMAN BERMAKNA

1. Narration is a portrayal of the action of an event, especially in a novella or stories, of an action or a story. For more details, the main purpose of narrative paragraph is to entertain, arouse emotions, and bring the reader or listener into the storyline presented. Hence, it can be found in a novels, short stories, legend texts, folktales , fantasy story, and even personal experience stories.
2. Structures of narrative text are Orientation, Complication, Resolution, and Reorientation
3. Noun is a word used to name a place, a person, an animal, or a thing. It can also name an idea (abstract noun), a state, an activity, or a quality.
4. Noun phrase is a group of words that consist of a noun and a modifier that modifies the noun. A noun phrase is a phrase with a noun as its head.
5. Adjective is a word that tells us more about a noun. It "describes" or "modifies" a noun.
6. Time connective and conjunction to sequence events, e.g. then, before, that, soo, etc.
7. Adverbs and adverbial phrases to indicate the location of events, e.g. here, in the monutain, happily ever after, etc.
8. Adverbs and prepositional phrases indicating time: a long time ago, one day, in the morning, the next day, soon, etc.
9. Verbs in the past tense; live, lived, etc.

10. Grammar: Simple Past tense and Past Continuous

K. PERTANYAAN PEMANTIK

- What is the purpose of narrative text?
- What is the generic structure of narrative text?
- What fictional stories do you know ?

L. KEGIATAN PEMBELAJARAN

TAHAP PEMBELAJARAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
A. Kegiatan Pendahuluan		
Persiapan / Orientasi	1. Guru membuka kegiatan pembelajaran dengan salam pembuka dan berdo'a untuk memulai pembelajaran sebagai perwujudan iman dan takwa kepada Tuhan YME dan berakhlakmulia sesuai dengan agama dan kepercayaan masing masing. 2. Guru meminta peserta didik memastikan kebersihan lingkungan di dalam kelas. 3. Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 4. Guru memeriksa kehadiran peserta didik. (Disiplin) 5. Guru menyampaikan tujuan pembelajaran, cakupan dan garis besar materi, langkah pembelajaran dan teknik penilaian.	10 Menit

Apersepsi dan Motivasi	6. Guru memberikan beberapa pertanyaan pemantik kepadamurid terkait materi. • What is the purpose of narrative text? • What is the generic structure of narrative text? • What fictional stories do you know ? 7. Guru dan murid melakukan kegiatan tanya jawab dan diskusi terkait pertanyaan pemantik. 8. Guru memberikan gambaran tentang manfaat mempelajari materi pelajaran dalam kehidupan sehari-hari. 9. Murid mengerjakan instruksi guru menggunakan media *worksheet assessment* guna mengetahui pemahaman awal peserta didik terhadap materi sekaligus sebagai asesmen diagnostic. 10. Guru membentuk kelompok heterogen sekaligus membagi LKPD ke masing-masing kelompok.	15 Menit
B. Kegiatan Inti		
Fase 1: Orientasi Peserta Didik Kepada Masalah	17. Guru menyampaikan masalah berupa bahan bacaan sebagai contoh awal. 18. Murid mencermati masalah yang ditampilkan pendidik. (*Critical thinking*) 19. Murid menuliskan jawaban guna mengetahui hasil berpikir kritis peserta didik terhadap permasalahan dasar. 20. Guru dan murid melakukan kegiatan tanya jawab dan diskusi terkait permasalahan yang disampaikan oleh pendidik.	15 Menit

Fase 2: Membimbing Penyelidikan Individu dan Kelompok	18. Guru menyampaikan bahan ajar kepada peserta didik dengan metode ceramah. *19.* Murid melaksanakan kegiatan yang disajikan pada LKPD. *20.* Guru dan murid berdiskusi untuk memperolahpersamaan persepsi tentang materi (LKPD 1) dengan melibatkan peserta didik. (*Communication)* 19. Murid melaksanakan kegiatan yang disajikan pada LKPD. *(Collaboration & critical thinking*) a. LKPD 2 *1.* Mengidentifikasi unsur kebahasaan. *(Reading & writing)* ⇨ Media Buku Bacaan. b. LKPD 3 *1.* Menganalisis struktur dan unsur kebahasaan. *(Reading & writing)* ⇨ Media LKPD. 21. Guru memantau keterlibatan murid dalam pengerjaan dan pengumpulan data.	40 Menit
Fase 3: Mengorganisasikan Peserta Didik	20. Murid berdiskusi dan membagi tugas untuk mencari data yang diperlukan terkait permasalahan dan kegiatan yangdisajikan pada LKPD. (*Collaboration* & gotong royong) 21. Guru memastikan setiap anggota kelompok memahami tugas masing-masing.	10 Menit
Fase 4: Mengembangkan dan Menyajikan Hasil Karya	22. Guru memberi arahan kepada murid yang mengalami kesulitan dalam pengerjaan tugas untuk mengembangkan ide mereka. 23. Guru mengamati dan mencatat keaktifan murid yan bertanya	45 Menit

Fase 5: Menganalisa dan Mengevaluasi Proses Pemecahan Masalah	30. Guru mengajak murid untuk mengevaluasi pemecahan masalah. *(Critical thinking & creativity)* 31. Guru mengkonfirmasi hal-hal yang menjadi perbedaan pendapat untuk menyamakan persepsi. 32. Guru memberi soal evaluasi. 33. Murid mengerjakan dan menjawab soal yang diberikan guru. (*Critical thinking*, disiplin, tanggung jawab)	10 Menit
C. Kegiatan Penutup		
Penutup	36. Guru bersama murid membuat simpulan materi pembelajaran. (Jujur) 37. Sebagai penguatan, guru menunjuk salah satu murid untuk mengulangi kesimpulan pembelajaran yang telah dilaksanakan. (Tanggung jawab) 38. Guru memberi apresiasi berupa pujian kepada murid yang dapat menyimpulkan dengan benar. 39. Guru bersama peserta didik melakukan refleksi pembelajaran. 40. Guru memberikan informasi untuk persiapan pertemuan berikutnya. 41. Guru menutup pembelajaran dengan mengucapkan salam.	15 Menit

M. ASESMEN / PENILAIAN

- Guru menjelaskan bahwa untuk mengukur pengetahuan dan keterampilan murid tentang materi yang disampaikan pada bab, penilaian dilakukan baik di dalam proses pembelajaran, seperti penilaian keaktifan peserta didik berkontribusi dalam diskusi, atau kegiatan lain dan di akhir pembelajaran dalam bentuk projek yang dibuat oleh murid yang dipresentasikan.
- Guru menyampaikan bahwa murid bekerja sendiri untuk menyelesaikan projek itu.
- Guru menyampaikan bahwa murid dapat menyelesaikan projek ini di kelas.
- Guru menyampaikan bahwa murid dapat bertanya atau berkonsultasi selama penyelesaian projek itu.
- Guru memberikan masukan, atau revisi apabila diperlukan selama murid menyelesaikan projek mereka.

N. PENGAYAAN DAN REMEDIAL

Pengayaan

- Guru meminta murid untuk membuat suatu karangan cerita naratif pendek tentang impian liburan mereka.

Remedial

- Guru menjelaskan bahwa murid perlu melakukan pengecekan terhadap pemahaman mereka pada materi yang diajarkan pada bab ini.
- Guru meminta murid untuk menjawab pertanyaan yang disediakan di Buku Siswa *progress check* itu peserta didik dapat mengukur sejauh mana mereka telah memahami materi yang diajarkan pada bab itu dan mengetahui bagian yang mereka belum pahami dan kuasai. Dengan demikian murid dapat meminta bantuan guru untuk menjelaskan kembali bagian tersebut, atau melakukan pembelajaran sendiri dengan mencari dan mempelajari materi dari sumber yang dapat diaksesnya.

O. REFLEKSI

- Guru menjelaskan bahwa murid perlu melakukan refleksi atas apa yang telah mereka pelajari.
- Guru menjelaskan bahwa releksi yang mereka lakukan tidak saja penting bagi mereka tetapi juga penting bagi guru karena releksi murid memberikan gambaran bagi guru bagaimana perasaan murid tentang materi yang sudah dijelaskan, cara guru menyampaikan pembelajaran dan hal-hal yang sudah dipelajari peserta didik.
- Guru meminta murid menuliskan hal-hal yang tidak dipahami dari materi pelajaran yang telah mereka pelajari.
- Guru meminta murid melakukan releksi poin- poin atau hal-hal yang sudah mereka pelajari pada bab ini.
- Guru menginformasikan pada murid bahwa releksi yang mereka lakukan mengikuti arahan

yang disediakan pada Buku Siswa.

P. RUBRIK PENILAIAN

Kriteria pengukur ketercapaian Pembelajaaran dan assessmen.

The Rubric for assessing writing Narrative Text

Aspect	Score	Perfomance Description
Content	30-27	Knowledgeable
	26-22	Subject adequate range
	21-17	Limited knowledge
	16-13	Does not show Knowledge
Organization	20-18	Fluent Expression
	17-14	Somewhat Choppy
	13-10	Non-fluent-ideas/confesed
	9-7	Does not Communicate
Language use	20-18	Effective complex constructions.
	17-14	Effectively but simple constructions.
	13-10	Major problem in simple/complex constructions.
	9-7	Virtually no mastery of sentence construction rules
Vocabulary	25-22	Sopicsticate range-effective word
	21-18	Adequate range occasional errors
	17-11	Limited range of words.
	10-5	Essential translation of english vocabulary
Mechanics	5	Demonstrates mastery of conventions
	4	Occasional errors of spelling, etc.
	3	Frequent errors of spelling, puncion, capitalisation, etc.
	2	No mastery of conventions.

LAMPIRAN- LAMPIRAN

Lampiran 1

BAHAN BACAAN GURU DAN PESERTA DIDIK

- LKPD
- E-Book Bahasa Inggris SMK Negeri 2 Rejang Lebong
- https://www.vedantu.com/stories/my-dream-short-story

Lampiran 2

GLOSARIUM

- **NOVEL ,** is a book-length fictionalised prose narrative that depicts characters and actions with a certain degree of realism. It is a genre of literature that combines elements of story and character development in a context that is not actual, yet can have a fairly high degree of realism.
- **FAIRYTALES,** are a children's story about magical and imaginary beings and lands.

Lampiran 3

DAFTAR PUSTAKA

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- *Direct-Unfocused-Corrective Feedback: A Model for Improving Writing Skills*. Ahmad Dahlan University. Yogyakarta 2019.

Kepala Sekolah SMK Negeri 2 Rejang Lebong	Curup,..... November 2023 Guru Mata Pelajaran
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Documentation

BIOGRAPHY

Nofri Ario Diansi or better known as Rio Zhang (Chinese: 张辽 pronounced Zhāngliáo) was born on 02 November 2000 in the Curup City, Bengkulu Province. The author is the first child of Ferdian Ronaldo (deceased) and Esi Susanti. The author started his education from Elementary School at SD Negeri 8 Curup in 2008-2014. Then continued to the Junior High School at SMP Negeri 5 Curup in 2014-2017. Then continued to the Vocational High School at SMK Negeri 1 Rejang Lebong in 2017-2020. In 2020 the author was registered as a student at the State Islamic Institute of Curup, Faculty of Tarbiyah (Education), English Tadris Study Program and in 2024 the author was declared graduated and entitled to hold a Bachelor of Education degree.

During the author's time at college, the author was known as a “happy sunshine” or “prettyappy” because the author has a humble personality, and is a lovely person. With perseverance and high motivation to keep learning and trying hard, the author has successfully completed his studies and the writing of this thesis. Hopefully, the writing of this thesis can make a positive contribution to the world of education. Finally, the author expresses his deepest gratitude to Allah S.W.T. and thanks to all those who have helped for the completion of this thesis entitled ‘The Effect Of Using Gallery Walk Strategy Toward Students’ Writing Ability Of Narrative Paragraph’.